

Storth CE Primary School



School Development Plan

2025 – 2026

School Vision

‘Everything is possible’

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

Introduction

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

Related documentation

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

- School budget
- July 2022 Ofsted inspection report
- December 2023 SIAMS report

List of Abbreviations

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

Summary of self-evaluation. Based upon Ofsted, SIAMS, data, parental feedback and parents' evenings.

Evaluation and strengths

Teaching Learning Curriculum	The school remains vibrant, growing and very successful at providing an excellent quality of education for the pupils in our care. We currently have 86 children on role with more Nursery children waiting to join in the new year. We have recently opened our two year old provision – Little Herons – which is proving to be extremely successful with a healthy waiting list. The school is also preparing to open a new Nursery area within the old conservatory which will further increase our capacity. The EYFS remains a focus of the school and the team are working hard to ensure it “works”. We have many challenges in terms of SEND, and currently have 8 children with EHCP's, 33% of children on the Send register, two Early Helps outstanding and more children targeted for support. The school currently has 4.8 fte teaching staff; 10 fte support staff and 1 fte admin staff but there needs to be targeted support in the EYFS currently with the amount of children we have. Financially this is a burden on the budget, but close monitoring will ensure value for money across the board. The education, welfare and progress of all the children remain the absolute priority for all and budgetary constraints must be taken into account, but are not the sole consideration. SIAMS stated: <i>The Christian vision of ‘with God everything is possible’ is known and understood by all. It drives the work of the school and so pupils and staff strive to be successful and to reach their full potential.</i> The quality and flexibility of our provision are a massive plus point with very positive parent feedback on their children’s development and progress. Assessments are closely monitored across the classes and close targeting of those children that may not be making the expected progress or those who have additional educational needs is a priority. Phonics continues to be streamed and interventions in place – results continue to improve and are to be celebrated. KS2 results were also very good. Careful monitoring, targeted support and intensive intervention all help to bring those children who join mid-term in line with the main cohorts. Staff have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils understand these expectations and rise to them. As a result, the overwhelming majority of pupils achieve well. Leaders have designed a broad and ambitious curriculum from the early years to Year 6. They have carefully considered the essential knowledge they want pupils to learn. Teachers check that pupils know more and remember more of the curriculum. This helps them to identify any gaps in pupils’ learning and informs future teaching. All pupils, including those with SEND, are supported to learn the full curriculum. <i>“Leaders identify any additional needs that pupils may have quickly and act to ensure that there is appropriate support for these pupils</i>
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	[Ofsted]. We pride ourselves in the way the Junior children will help the Nursery children at meal times and at play. We are one big family. Pupils value the opportunities that leaders provide for learning beyond the academic curriculum. Some pupils have the opportunity to be on the pupil parliament. Pupils experience an annual trip to London and the Houses of Parliament. These experiences help pupils to become curious about the wider world and prepare them well to be citizens of modern Britain. Pupils learn about other faiths and cultures and have a respectful understanding of difference. They told inspectors that everyone should be treated fairly and equally. We also extend the curriculum into local events such as dancing and singing in Kendal and at Booths as well as local care homes. Governors take a keen interest in what the children are doing and regularly help in lessons and on excursions. <i>A wide range of rich curricular and extra-curricular opportunities are designed to meet the needs of pupils and engage them in their learning. Pupils are thus enabled to blossom (SIAMS).</i>
Achievement	2025 Assessments at KS2 – Reading – 63% achieved standard with 38% working at greater depth. Spelling, punctuation, grammar – 63% achieved standard with 25% working at greater depth Maths – 88% achieved standard with 25% working at greater depth 63% of children in year 6 achieved the expected standard for maths, reading and writing with 25% of those working at greater depth Phonics screening: 70% gained the required mark. All Year 4 children achieved the expected Multiplication Times Tables Check mark. In EYFS 60% achieved the ELG GLD (out of 5 children) Governors have been scrutinising tracking and monitoring assessment. Pupils are very happy at this school. Staff warmly welcome them into school each day. Pupils arrive excited and ready to learn. Staff know pupils well and have positive relationships with them. Pupils have adults they can talk to in school. Pupils told inspectors that adults help them to resolve any worries they may have. This helps pupils to feel safe and supported. Leaders and governors have a clear understanding of the priorities for the school. Staff are overwhelmingly positive about the support they receive from leaders for their workload and well-being. Behaviour remains very good. Pupils behave well around school, at play times and in lessons. Staff ensure that routines are established in the early years. Children and pupils across the school follow these sensibly. Pupils are kind and considerate to each other and to adults. Pupils told inspectors that they enjoy learning and that lessons are rarely disrupted by poor behaviour. <i>The chosen values of perseverance, hope, love, respect, trust and forgiveness underpin the way life is lived here. As a result, this is a happy, welcoming community where everyone is included and valued (SIAMS).</i>

Leadership and Governance	School leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils with special educational needs and/or disabilities (SEND) and those who are vulnerable in other ways are exceptionally well cared for and supported. As a result, children flourish here and the school has a deservedly high reputation amongst parents and the wider community (SIAMS). Pupils understand these expectations and rise to them. As a result, the vast majority of pupils achieve well. Leaders have designed a broad and ambitious curriculum from the early years to Year 6. They have carefully considered the essential knowledge they want pupils to learn. Leaders have prioritised reading from the early years to Year 6. They have introduced a new phonics curriculum. Leaders and governors have a clear understanding of the priorities of the school. They have taken action to increase the number of classes and to add further staffing to better support pupils. Staff are overwhelmingly positive about the support they receive from leaders for their workload and well-being. The arrangements for safeguarding are effective. Leaders have ensured that staff have regular training to help them to identify pupils who may be at risk of harm. All statutory policies have been updated as have all the website requirements. Curriculum policies have been reviewed. Health and Safety remains a priority. All statutory and non-statutory policies are in the process of review. All staff and Governors know about the changes in the most recent safeguarding guidance and have completed, or are undertaking, at least level 1 safeguarding training. All staff know about preventing extremist or radical views from their online training on this. All staff are familiar with new GDPR guidelines and are compliant. Teaching staff and support staff have to work extremely hard under the pressures of the budget and the increased demands of a growing number of children. Governance continues to be effective and the Chair continues to support the Head teacher and the staff. Governors ask challenging questions of leaders, review progress information and visit the school to find out about the quality of teaching and learning for themselves. Budgetary issues are also closely monitored and scrutinised. External support in the cluster is supportive and useful. The school has a distinctive Christian character and is raising standards and improving outcomes for all learners. Through teaching inspired by the vision, pupils and adults are empowered to act as courageous advocates. This is for each other in school and for those in the wider community. All stakeholders are involved in making decisions for the school and we welcome all visitors in to watch the school. Appraisal is used to identify cpd opportunities, set goals and celebrate successes as well as monitoring the effectiveness of staff and is a positive undertaking. Strong community links are an integral part of the school and the children benefit from this.

Personal Development and Well-being	The arrangements for safeguarding are effective. Leaders have ensured that staff have regular training to help them to identify pupils who may be at risk of harm. We have four level 3 safeguarding members in school. The staff know how to report any concerns they may have. Leaders act swiftly to address any concerns raised by staff, pupils or parents and carers. Leaders work with other agencies to access help and support for vulnerable pupils. Pupils are taught how to keep themselves safe, including when online. For example, pupils learn how to be safe when they play outside and on their computers they know how to search safely. School council share the responsibility to make sure no one feels left out or excluded from games at playtime. If they see a younger pupil struggling with anything, they offer their help. Pupils' excellent behaviour and very positive attitudes to life and learning reflect their understanding of Christian values of friendship, trust and respect. The reflective area helps support mental well-being and has been a very positive addition to the school. Parents and visitors comment on the feel of the school in a very positive way. The Vicar has established his presence within the community, delivering a weekly act of worship coupled with fortnightly visits from open the book. Forest school activities are now a regular part of school life. School now has a designated forest school area where bi-weekly events are timetabled. Health and safety remain a priority under the umbrella of Kym Allan. The school is part of the South Lakes Pupil Parliament. Community links remain a top priority and the school strives to keep itself at the heart of the village.
Community	Highly effective links with the church and local community contribute significantly to the school's Christian character and to pupils' personal and spiritual development. Excellent relationships between staff, pupils and parents reflect the Christian values of love and compassion. Staff have a very positive influence on pupils' progress and achievement. Members of the community are invited to school functions and the school supports village initiatives, as well as events in the wider community. The school also takes part in many community events and in County wide events which help raise its profile and keep the school in the public eye. The school continues to work hard to support different events in the community and hopefully, these will be extended. The PTA remains vibrant and very effective, supporting the school through new initiatives and helping to raise a considerable sum to fund the Little Herons building. New initiatives are being constantly announced and the future of the PTA and the invaluable support it gives to the school looks assured. We take part in as many village and local events as possible and keep the profile of the school high. The weekly Forest School Toddler mornings will recommence at Easter.

Areas for Development

Teaching Learning Curriculum	Improvements to teacher knowledge and subject leadership of Music to ensure the subject is taught effectively across both key stages. To develop the new two year old provision within the school to ensure the school continues to thrive into the future.
Achievement	Ensure the two year old provision is fully integrated within the EYFS and is operating effectively. To introduce the new climate curriculum across the school and embed it within the children's learning.
Leadership and Management	To fully integrate the new two year old provision, new Nursery and existing EYFS classrooms and ensure they work in harmony. To review all areas of subject leadership and ensure relevant cpd is made available.
Personal Development and Well-being	To monitor the splitting of the EYFS and Nursery and ensure the wellbeing of all staff concerned. To re-establish a staff room as a place for staff to use at lunch times and for PPA and interventions.
Community	To further develop and strengthen the school's links with the wider community. To ensure the new two year old facility is promoted and used by the wider Community.

Focused priorities for Teaching, Learning and Curriculum (TLC)

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

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

Background priorities for Teaching, Learning and Curriculum

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

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

Focused priorities for Achievement

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

Focused priority 1	Ensure the new three year old Nursery provision is fully integrated within the EYFS and is operating effectively.
Focused priority 2	To introduce the new climate curriculum across the school and embed it within the children's learning.

Background priorities for Achievement

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

Background priority 1	Whole staff involvement in creating a rich and stimulating environment in the EYFS to ensure the new three year old provision is effective and fully integrated within the fabric of the school.
Background priority 2	New climate curriculum lead (JB) to lead Inset on the new initiative and gradually introduce the new focus across both key stages.

Focused priorities for Leadership and Management

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

Focused priority 1	To fully integrate the new two year old provision, new Nursery and existing EYFS classrooms and ensure they work in harmony.
Focused priority 2	To review all areas of subject leadership and ensure relevant cpd is made available.

Background priorities for Leadership and management

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

Background priority 1	A renewal of roles within the EYFS to ensure the Little Herons and new Nursery are run effectively and work together as a unit.
Background priority 2	Review of subject leadership in preparation for Ofsted and possible subject monitoring next year.

Focused priorities for Personal Development and Well-being

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

Focused priority 1	To re-establish a staff room as a place for staff to use at lunch times and for PPA and interventions.
Focused priority 2	To monitor the splitting of the EYFS and Nurseries and ensure the wellbeing of all staff concerned.

Background priorities for Personal Development and Well-being

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

Background priority 1	Alleviation of problems of space for staff to work and carry out interventions and meetings. The re-purposing of the pod now that it is not used as frequently.
Background priority 2	Existing staff in EYFS will be re-deployed to cover the two new provisions and this needs to be monitored to ensure wellbeing and safeguarding of all concerned.

Focused priorities for Community

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

Focused priority 1	To further develop and strengthen the links with the wider community.
Focused priority 2	To ensure the new two year old facility is promoted and used by the wider Community, and is coupled with the Forest School initiative.

Background priorities for Community

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

Background priority 1	Keep the school at the fore of village life through coffee mornings once a half term and the re-introduction of the newsletter. Keeping links with the National Landscape (AONB).
Background priority 2	To support the Forest school lead in promoting their skills to the two year old Toddler provision, wider village and community by re-creating a weekly group. To ensure the Forest school area is properly resourced and maintained and used by as many children as possible.

Teaching, Learning and Curriculum focused priority 1:

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

Position statement / or key question • The DFE requirements for the reporting of music have changed. There is a much more robust system in place and as such the school needs to fall in line. It is important that any gaps in understanding or subject knowledge are filled and that monitoring and cpd are rigorous.	Target/s • To ensure that progression maps are clear. • Subject Leaders to implement a more detailed approach to the subject that supports the curriculum in class teaching. • To ensure all staff are confident in their specific subject knowledge and terminology through training, CPD, networking and INSET. • To closely monitor and review the effectiveness of the teaching with the help of Governors. • To improve the recording of assessment. • Ensure any relevant training is accessed when it becomes available. • Work closely with the Music Service to ensure the subject remains relevant and purposeful.
What will success look like? • Children working at the expected standard. • Clear pedagogical progression within the subject area. • Subject Leaders familiar with this progression and clear on end of year expectations within the subject. • Clear recording of these expectations to aid succession planning.	What will be different for children? • More confident teaching of the subject. • More resources and visual aids. • More challenge within the subject. • Greater enjoyment of the subject. • Changes to assessment. • Use of expertise within teaching and support staff. • Use of adult volunteers in monitoring and frequency of work.

• Subject assessments will show most children working at the expected levels. • More confident and focused teaching of the subject. • Music to raise its profile and be a more relevant subject. • Change in timetabling to ensure the subject gets the time it needs to be taught effectively. Planning will show a more developmental approach to the subject with clear established steps to improvement and in line with Charanga. • Class room and school displays to demonstrate good practice.	• More opportunities to perform.
Key people, including governors • Subject leaders and all staff • Subject Governor • Pupils and parents • Cumbria music service	Funding and resources • Staff meeting and INSET time • CPD/training as and when it is available. • Subscription to First access. • Networking through the cluster.

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

Headlines of evaluation

Autumn Subject Leader to screen curriculum coverage. Checking of curriculum/audit. Essential resources highlighted. Check rolling programme to ensure complete coverage and pedagogical progression.	Spring Monitoring and assessment of progress. Review of effectiveness of new approach. Implement suggestions/ improvements.	Summer Review. Inset. Governor feedback. Next steps.
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Teaching, Learning and Curriculum focused priority 2:

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

Position statement / or key question • The Government has introduced funding for two year olds. • School has put a new unit in place for two year olds – Little Herons. • Parents' feedback and uptake shows there is a real need for the provision. • Now the unit is in place careful monitoring and improvements/changes need to be made to ensure it remains at its very best. • Promotion of the facility through the community. • Safeguarding the future of the school by attracting more children in at a very early age.	Target/s • To promote the two year old provision and the levels of support from within the school community. • To source and finance the installation of the provision through school budget and PTA fundraising. • Temporary and then permanent increase of the school's PAN • Monitoring of impact on existing school • Review of staffing. • A proper celebration of its success when all building works are completed. • Maintain the profile of the facility in the wider community.
What will success look like? • A thriving and busy two year old nursery provision fully integrated into school. • A healthy waiting list of children. • Stable Nursery and Reception numbers in the years ahead. • Community involvement and a good reputation. • Further development of Forest School activities as a result of this success. • Enthused Parents and engaged staff. • Stable school role • A positive effect on school budget. • All involved confident in its use.	What will be different for children? • More children in the school. • Siblings starting earlier. • More provision and resources available throughout the school. • Positive impact on PTA membership and the new initiatives associated with this. • A positive and forward thinking school environment.

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Key people, including governors • All staff • Pupils and parents • Governors	Funding and resources • Formula capital money • Eco grant from DFE • PTA • School budget • Carr Bank garden centre for installation and supply of building

Tasks	Who	When	Monitoring and Evaluating
• Install new building	Head and committee	Autumn 2025	Governors
• Apply for change of age range	Head and committee	Autumn 2025	Governors
• Open new building and celebrate its success.	Head and committee	By early spring 2026	Governors

Headlines of evaluation

Autumn	Spring	Summer
Install and open building. Monitor staffing and take up	Celebrate success Promotion Monitor effectiveness	Review impact and effectiveness on local families and community. Resource – improve- develop.

Achievement focused priority 1:

Ensure the new three year old Nursery provision is fully integrated within the EYFS and is operating effectively.

Position statement / or key question • School has secured a grant from DFE to transform the conservatory into a new Nursery area. • Building work is due to end in November and the facility can be opened. • The new classroom will become the new three year old provision staffed by existing staff members. • Once the provision is opened, careful monitoring of its effectiveness will need to be ensured. • Close liaison with existing EYFS staff and Nursery staff. • Curriculum coverage and aims to be linked • Close collaboration between the two groups. • Monitoring of the effectiveness and impact of the new facility. • Reviews to be held termly.	Target/s • To involve children, parents, Governors and other stakeholders in the effectiveness of the new provision. • Ensure new provision is still relevant and needed. • Promotion of new provision in the wider community. • Re-introduction of forest school toddler mornings to keep profile high. • Sustainability of the provision in years to come.
What will success look like? • A fully integrated three year old Nursery provision that feeds directly into the current Reception class. • Collaborative working between EYFS staff. • A supported EYFS curriculum. • Early identification of any children with possible additional needs and early interventions/monitoring implemented.	What will be different for children? • EYFS curriculum will be enriched. • Opportunities for more FS activities • More peer associations and play • Sibling contact • More parental involvement • A new classroom within school.

Key people, including governors • Staff • Children • Parents • Governors • Other groups and individuals – community members	Funding and resources • £150,000 grant from DFE • Eco grant from DFE • Resources for facility • Outdoor and forest school items • Use of existing play areas and staffing
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Tasks	Who	When	Monitoring and Evaluation
• Opening of the new facility	Staff Governors	Autumn 2025	Head Staff Governors
• Full integration of the teaching and learning within the nursery to what is already happening within EYFS	EYFS staff Governors Head	2025/26	Staff Governors
• Collaborative working and monitoring of the new Nursery	EYFS staff	2025/26	Staff Governors

Headlines of evaluation

Autumn Opening of new three year old Nursery Finalising of curriculum and staffing Integration within EYFS	Spring Collaborative working between all staff involved Parental feedback on effectiveness.	Summer Review of effectiveness. Next steps
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Achievement focused priority 2:

To introduce the new climate curriculum across the school and embed it within the children's learning.

Position statement / or key question • A new Government initiative has been announced. • The new Climate Curriculum (CC) is being rolled out in schools to improve understanding and awareness of climate issues/change. • A new climate curriculum lead has been appointed (JB) to oversee the integration within the curriculum. • All pupils need to be aware of the changes to our climate on a local and global scale. • A review of the current curriculum shows school is already doing a great deal to meet expectations. • There needs to be a higher profile of climate awareness throughout the school. • Parental, child and staff feedback will be used to monitor the success. • All staff to be proactive in integrating the initiative within the existing curriculum.	Target/s • All staff and Governors to be made aware of what the climate curriculum is and how it is to be integrated within the existing curriculum. • A review of the rolling programme and highlighting of areas where the CC is already prevalent. • Working with coordinator on areas of the curriculum where CC can be integrated. • A gradual roll out of the CC in the school's everyday teaching through the curriculum as a whole. • Monitoring will show if the new CC is working in tandem with existing schemes. • Raise the profile of climate change across the whole school. • CC coordinator to monitor progress. • INSET. • Use of Governors to monitor progress and strategies. • Use of new assessment schemes to monitor effectiveness and progress. Resources to be allocated. • Use of volunteers to enrich curriculum.
What will success look like? • All staff will have a far greater understanding of the Climate Curriculum. • The CC will be seamlessly integrated within the existing schemes of work across both key stages. • Teaching of CC will become "natural" as it is integrated correctly.	What will be different for children? • More teaching of climate issues across the whole school. • A more stimulating and interesting curriculum enriched by the new initiative.

• A celebration of understanding about the pressures the planet faces. • The vast majority of children should be able to increase their understanding of the climate change and pressures. • A much higher profile of climate related issues across the school. • Parents and the wider community's increased understanding of climate issues.	• Culture that will ensure all children have the opportunity to increase their awareness and understanding of climate issues. • More celebration of positive actions. • More opportunities to explore climate issues outside of school through a greater awareness.
Key people, including governors • All staff • The children • CC coordinator • Curriculum Governor	Funding and resources • Resources to supplement the new CC • Staff meeting/INSET time • CPD. • Collaborative conversations. • networking

Tasks	Who	When	Monitoring and Evaluating
• To carry out Inset and introduce Climate Curriculum	Staff Curriculum lead JB	Autumn term 2025	Staff and CC coordinator. inset
• Review of curriculum to highlight areas of coverage and areas of need.	CC lead All staff	Ongoing	CC lead Staff meetings
• Roll out of the curriculum in conjunction with existing schemes.	Staff	Autumn 2025 onwards	Teacher assessment CC lead monitoring
• Create a celebration board where examples of the climate curriculum can be displayed.	Staff	Spring 2025 onwards	Pupils Staff
• Monitoring and next steps identified	Curriculum lead Staff	Ongoing	CC lead Staff

Autumn Inset and curriculum review. Review areas and levels of need. Discuss strategies going forward. Implement strategies and monitor. Half termly review and adaptations.	Spring Monitoring and assessment of progress. Review.	Summer Monitoring of assessment and progress Next steps.
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Leadership and Management focused priority 1:

To fully integrate the new two year old provision, new Nursery and existing EYFS classrooms and ensure they work in harmony.

Position statement / or key question • School has split the EYFS facility into three. • Little Herons has opened in the new building in the infant playground. • The new Nursery will open in the old conservatory area. • Existing EYFS staff are being split into three to accommodate these changes. • Potentially there will be great pressure on staffing to meet these changes. • Children's wellbeing and safeguarding are the top priority and so school needs to ensure these are met. • Budgetary pressures will make this a challenge. • Curriculum coverage needs to be consistent and all children given access to it if they are ready. • Staff to undergo any relevant training when appropriate. • Wellbeing of staff needs to be a priority. • Both Nurseries and the EYFS classroom need to operate in harmony and collaboratively.	Target/s • To ensure the new classes open and are fit for purpose. • To ensure that all three classes are staffed appropriately • Ensure that all resources and H+S requirements are met. • All three classes work together under the EYFS lead. • Promotion of the classes to ensure they remain full and the future of the school remains viable. • Close working between all staff to maintain the harmony within school. • Any training given as and when needed. • Any additional staffing requirements are met. • Early highlighting of any children needing additional support. • Parental involvement at all stages to ensure continuity. • Potential expansion into wrap around care. • Showcasing of the classes to cluster schools and the wider community. • Open days to promote the school.
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What will success look like? • Three classes all working very closely together. • A successful two year old nursery • A successful three year old Nursery • A successful Reception class. • More children around the school. • A healthy role and the futureproofing of the school. • Happy staff and happy children. • Fully qualified staff. • Children given extra support if needed.	What will be different for the children? • A new Nursery where the conservatory used to be. • Little Herons. • More children and earlier sibling attendance. • More Parental involvement. • More visitors to the school.
Key people, including governors • Head • Health and Safety Governor • Staff • Children/parents • Governors	Funding and resources • DFE grant • PTA funds • Formula Capital • School budget • All resources as and when required to furnish new provision.

Tasks	Who	When	Monitoring and Evaluating
• Open Little Herons	Governors Head	Immediately	Governors Head
• Convert Conservatory into new Nursery	Head Staff	Ongoing – by November	Head Governors
• Staff and resource allocation.	Staff	Ongoing	Head
• Monitoring of effectiveness.	Staff	Ongoing	Staff Head

Headlines of evaluation

Autumn	Spring	Summer
Open both facilities	Monitoring.	Monitoring and adjustment.
Resource appropriately	Any improvements.	
Monitoring by Governors.		
Staff training.		

Leadership and Management focused priority 2:

To review all areas of subject leadership and ensure relevant cpd is made available.

Position statement / or key question • School will be in the Ofsted window this year. • Staff changes need to reflect subject leadership. • Staff need refreshing on roles and responsibilities of subject leadership. • Any relevant cpd to be undertaken. • Subject audits and re-resourcing where appropriate. • Governors to monitor their subject areas.	Target/s • All staff to be fully up to date with subject responsibilities. • Dialogue between staff over subject leadership. • CPD accessed where necessary. • Monitoring by Governors • Subject leadership reflected in appraisal targets. • Ofsted readiness.
What will success look like? • All staff fully aware of their subject leadership. • Any training accessed • Inset at staff meetings • Governor scrutiny. • Confidence in subject leadership • Successful Ofsted	What will be different for children? • Renewed vigour in teaching subjects • More resources • Greater understanding in subject areas • More enjoyment with the added confidence in subjects.
Key people, including governors • Staff • Children/parents • Governors	Funding and resources • CPD • Inset • Re-resourcing where necessary.

Tasks	Who	When	Monitoring and Evaluating
• Reallocation of subject leadership roles.	Head Governors	Immediately	Governors Head
• Assignment of roles in appraisal	Head Governors	Immediately	Head Governors
• Monitoring of subject leaders effectiveness.	Head Governors	When needed	Head Governors

Headlines of evaluation

Autumn	Spring	Summer
Reallocation of leadership roles in appraisal. Monitoring of effectiveness	Monitoring of the situation	Potential Ofsted and deep dive.

Personal Development and Well Being focused priority 1:

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

Position statement / or key question • The school has been without a staffroom for a number of years. • There is nowhere for staff to eat lunch other than in cars or classrooms. • Current staffroom is used for school lunches so is inaccessible at lunch times. • The pod is an ideal place for staff to use now that it is not used as frequently. • Staffroom can then be returned.	Target/s • To poll staff as to what they would like. • Draw up a plan for a new staff room in the pod. • Maintain the mental health of staff in a very busy school • Create extra space for PPA, work, meetings and interventions.
What will success look like? • A new staff room. • A place where staff can be relaxed and look after their own mental health. • A secure space to leave staff belongings • A meeting area	What will be different for children? • Children will not have to share the staffroom with the staff. • Happier staff members.
Key people, including governors • Staff • Children • Parents • Governors	Funding and resources • Conversion of a new room • Clearing of pod • Potential furniture.

Tasks	Who	When	Monitoring and Evaluation
• Discuss with staff what it is the school needs.	Staff	Autumn 2025	Head Staff Governors
• Creation of a staff room.	Staff	Autumn 2025	Head Staff Governors
• Transformation of pod.	Staff	Autumn 2025	Head and staff Governors

Headlines of evaluation

Autumn Discuss with staff what is needed in school for their well-being. Convert pod into staff room.	Spring Monitor effectiveness and use.	Summer Monitor and review.
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Personal Development and Well Being focused priority 2:

To monitor the splitting of the EYFS and Nurseries and ensure the wellbeing of all staff concerned.

Position statement / or key question • School has split the EYFS facility into three. • Little Herons has opened in the new building in the infant playground. • The new Nursery will open in the old conservatory area. • Existing EYFS staff are being split into three to accommodate these changes. • Potentially there will be great pressure on staffing to meet these changes. • Children's wellbeing and safeguarding are the top priority and so school needs to ensure these are met. • Budgetary pressures will make this a challenge. • Curriculum coverage needs to be consistent and all children given access to it if they are ready. • Staff to undergo any relevant training when appropriate. • Wellbeing of staff needs to be a priority. • Both Nurseries and the EYFS classroom need to operate in harmony and collaboratively.	Target/s • The successful integration of all three classes under the banner of EYFS • Staff deployed to their areas of strength. • Recruitment or reallocation of staff where needed. • Monitoring of staff well-being. • Any assistance given as and when necessary. • Careful monitoring of the situation. • Senior Mental Health Lead to regularly monitor the situation. • Any necessary actions to be taken immediately.
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What will success look like? • A very effective EYFS provision from 2-5 years. • Happy staff • All three classes working in unison. • A healthy intake of children and a potential waiting list of new starters. • Positive parental opinion. • A more satisfactory and manageable school environment • Happy parents • Happy children and happy staff. • A bigger Nursery	What will be different for children? • A fully functioning and exciting new Nursery. • More opportunities to learn • More space and a calmer environment • A much tidier area for the children • A warmer and safer environment
Key people, including governors • All staff • Governors • Children • Parents	Funding and resources • Any CPD or other training/wellbeing that is needed.

Tasks	Who	When	Monitoring and Evaluation
• Open all three classes	Head Staff Governors	Autumn 2025	Head Governors Staff
• Monitor staffing and areas of need.	Head SMHL	Ongoing	Head
• Monitor staff well-being closely.	SMHL Head	Ongoing	Head SMHL

Headlines of evaluation

Autumn	Spring	Summer
Open three classes in EYFS	Monitoring of children and classes and staff members within.	Monitoring
Allocation of staff		
Monitor situation		

Community focused priority 1:

To further develop and strengthen the links with the wider community.

Position statement / or key question • To further develop the schools excellent links with the community in general. • Build upon the successes of the school in the local community • Support PTA in future fundraising and village events. •	Target/s • Establish a relationship with village groups in general and ensure those links remain strong. • Open school up to any opportunity that may offer • Ensure school events take place regularly. • Utilise parental skills base in this promotion. • Support wider programme of activities. • Re-establish a newsletter for the village. • Work alongside National Landscape
What will success look like? • A regular programme of fundraising activities within school. • School representation on village and Heron Hall events. • More opportunities. • Broader and richer range of opportunities and experiences for the children. • Renewed focus for school as heart of the village.	What will be different for children? • More out of school events. • Possible further links outside of school with other organisations (AONB/ Milnthorpe/ Arnside etc.). • Stronger and higher profile presence for school within the Community.
Key people, including governors • PTA committee • Governors • Children/parents • Staff	Funding and resources • Time and commitment from parents and staff • Equipment • Venue hire

Tasks	Who	When	Monitoring and Evaluating
Establish a new PTA committee at AGM	PTA	Autumn 2025	Head
Plan and implement more events and newsletter	PTA Staff	Ongoing	Head
Attend village and Heron Hall meetings and assist where possible.	PTA Staff	Ongoing	Head
Implement and devise a programme of activities.	PTA Staff	Autumn/Spring 2025/6	Head

Headlines of evaluation

Autumn	Spring	Summer
Appoint new committee at PTA AGM	Promotion	Promotion
Devise new activities	Fundraising	Fundraising activities
Hold fundraising activities		Review effectiveness

Community focused priority 2:

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

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

Key people, including governors • FS coordinator • Governors • Children/parents/staff	Funding and resources • transport • equipment • training
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Tasks	Who	When	Monitoring and Evaluation
• re - establish Toddler mornings	FSC	Spring 2026	Head
• Plan and implement events	FSC	Ongoing	Head
• Promote through school Facebook and website	FSC	Ongoing	Head
• Implement and devise a programme of activities.	FSC	Spring and summer 2026	Head

Headlines of evaluation

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

	Focused priorities	Background priorities	Other important things
Autumn 1	Little Herons to be opened. Improvements to the teaching of Music across the key stages. Assessments carried out and scrutinised. Staff training where necessary. Review of policies and updating. Review of Prevent and Safeguarding needs. Website to be updated when necessary Forest school Toddler group to be established. Links to be further developed with Polish school. Staff room opened.	Training or CPD for staff in music. Children to be monitored and reviewed as and when needed. Updated policies to be uploaded to website. Online Safeguarding and Prevent duty training. Parent polls on two year old provision.	INSET Community events. School production at harvest.
Autumn 2	New nursery class to be opened. Assessment review in all subjects to check all is working. Review of assessments. Assessments carried out and scrutinised. Staff training completed. Parent and community events. Development of two year old provision.	Looking at assessment and whether this is working. IEP reviews and SEND discussions.	Parents evenings Village Christmas events.

Spring 1	Reading to be monitored and assessed. Assessments carried out and scrutinised. Introduction of new assessments to be carried out half termly. New link developed. Little Herons to be further developed.	Review of maths, literacy, science and RE assessment schemes. Policy review for the year.	Reviews. Parent feedback on website and Governor review.
Spring 2	Review of reading if necessary. Assessments carried out and scrutinised. IEP reviews. Two year old provision monitoring.	Review and refine.	Parents' evenings.
Summer 1	Phonics screening to take place. Assessments carried out and scrutinised. Reading approach to be focused in preparation for SATs. IEP reviews. Overseas link further developed. New Nursery provision monitoring.	Assessment and review.	Next steps for children.

Summer 2	Review and refinement of assessments, including reading. Review of staffing structure to ensure the best for the school. Advertising of new school support staff if necessary. Assessments carried out and scrutinised. Links with overseas schools fully utilised. PTA schedule completed. Nursery flourishing.	Review of effectiveness of assessments. Full establishment of new FS group and Nursery.	Reports and SATs feedback to parents. Analysis of SATs results.
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Governing body planner

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

Governing body year planner		
	Full GB	Good Governance Committee
Autumn	October 2025	When required
Spring	February 2026	When required
Summer	May 2026	When required

Thinking ahead

	2026 - 2027	2027 – 2028
School improvement priorities	Develop Nursery and Little Herons Keep website and policies current New Kitchen area	Develop maths and science SEND provision Re-evaluation of sats, phonics, Year 4 tables, FSP.
Site and premises improvements	Decorate classrooms Re-carpet Playground markings	New entrance area New toilets
Externals issues and influences	SEND cutbacks Budget Increasing role Neighbours	SIAMS readiness

Simon Brabant

Head teacher

16th September 2025