Storth CE

Primary School

School Development Plan

2026 – 2027

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 has recently gone through its latest Ofsted and emerged stronger than ever. Ofsted states that children enjoy attending this friendly, close-knit village school where staff know them well and support them both academically and personally. We currently have 96 children on role with more Nursery children waiting to join in the new year. The EYFS remains a focus of the school and finished "strong" at Ofsted with leaders that are highly knowledgeable about the Early Years. We currently have 11 children with EHCP's, 33% of children on the Send register and more children targeted for support. 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: *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.* The quality and flexibility of our provision are a massive plus point. Ofsted recognised this with Early Years and Personal Development and wellbeing graded as strong and the other five areas at the expected Standard. No areas were graded as Needs Attention. Results continue to improve and are to be celebrated. KS2 SATS are all above expectations. Pupils talk enthusiastically about their learning and are keen to share what they know. They enjoy reading and follow a broad curriculum. They draw on previous learning to support their understanding of new ideas. They build their knowledge steadily over time. This provides them with the skills and knowledge they need to be well prepared for their transition to secondary school. Pupils who need a different approach to learning or additional help are supported well. Pupils benefit from a broad range of experiences beyond the classroom. They learn to play musical instruments and represent the school in sporting events, such as rounders and football. They support the events and celebrations that are part of the ongoing life of the village. Pupils learn about the heritage of the local area. They proudly represent Cumbria during visits to the Houses of Parliament. Pupils learn how to garden and tend to their chickens and rabbits. They cook and raise money, both for resources in school and for local causes. Governors take a keen interest in what the children are doing and regularly help in lessons and on excursions. *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).*

Achievement	2026 Assessments at KS2 – Reading – 85% achieved standard with 32% working at greater depth. Spelling, punctuation, grammar – 92% achieved standard with 24% working at greater depth Maths – 92% achieved standard with 8% working at greater depth 64% of children in year 6 achieved the expected standard for maths, reading and writing with 24% 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 Governors have been scrutinising tracking and monitoring assessment. Pupils are very happy at this school. Pupils discuss their learning and produce work that, on the whole, shows they have the knowledge and skills they need to be ready for the next stage of their education. This includes pupils with special educational needs and/or disabilities, who progress steadily through the curriculum. Pupils enjoy attending this friendly, close-knit village school. They feel part of a caring community where staff know them well and support them both academically and personally. Relationships between pupils and staff are warm and respectful. Pupils are welcomed with a smile each morning. This helps them to feel safe and attend regularly. Pupils are confident to ask for help when they need it. Pupils talk enthusiastically about their learning and are keen to share what they know. They enjoy reading and follow a broad curriculum. They draw on previous learning to support their understanding of new ideas. They build their knowledge steadily over time. This provides them with the skills and knowledge they need to be well prepared for their transition to secondary school. Pupils who need a different approach to learning or additional help are supported well. *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).*

Leadership and Governance	Leaders, including those responsible for governance, have established a culture in which pupils experience a positive and enriching school life. They understand the school's strengths and areas for further development. They largely take appropriate action to bring about improvement. Leaders have also taken effective action to establish an early year's provision for some of the youngest children in the community. Governors are well equipped to meet their statutory duties and provide appropriate levels of challenge and support to leaders. Staff consistently report high levels of support from leaders in relation to their wellbeing and workload. Leaders prioritise engagement with parents and carers. Leaders work closely with the community to integrate the school into village life. Pupils support village events and benefit from the experiences and skills of volunteers who are regular visitors to school. Leaders have created a culture where the whole community works together and acts in the best interests of pupils. 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).
Personal Development and Well-being	The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe. Leaders have developed a coherent programme of personal development and wellbeing that is designed to reflect the context of this village school. This supports pupils' understanding of both their community and life in modern Britain. Pupils learn about jobs in rural industries such as farming. They visit a nearby university, helping some to develop aspirations to be engineers or scientists. From an early age, pupils learn to work cooperatively together. Pupils understand values such as democracy. They reflect thoughtfully about discrimination and discuss inspirational figures who stood up for social justice. Pupils are confident and resilient and behave thoughtfully. Pupils develop a secure understanding of how to keep themselves safe. They understand the dangers of sharing personal information online. Through their work with the Royal National Lifeboat Institution, pupils learn about water safety and the risks associated with the school's coastal location. Pupils learn about the way their bodies change as they get older and the place of consent within healthy relationships. Leaders have a deep understanding of their pupils and anticipate when additional pastoral support might be needed. Staff use their expertise to provide this support very effectively. Leaders ensure that every child has access to the full range of personal development opportunities on offer. Pupils are prepared very well for life beyond school.

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. 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.

Areas for Development

Teaching Learning Curriculum	Improvements to teacher knowledge and subject leadership of ICT to ensure the subject is taught effectively across both key stages. To develop writing across the school.
Achievement	To adopt a much more fully integrated approach to handwriting across the school. To adopt a much more fully integrated approach to spelling across the school.
Leadership and Management	To promote Little Herons within the local area to ensure the viability of the provision. To review attendance procedures and ensure a consistent approach.
Personal Development and Well-being	To improve the quality of the outdoor provision for all children. 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 an overseas setting. To establish a new Nature Club within the school.

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 of ICT across both key stages and to ensure staff receive the training they need to deliver the subject well.**
Focused priority 2	**To make improvements to the teaching of writing across both key stages.**

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 ICT. Purchase of Purple Mash to ensure the quality and knowledge that pupils should learn and when they should learn it is in place.**
Background priority 2	**Staff training and cpd on writing. Much more focused approach to assessment of writing with next steps clearly outlined. Monitoring and assessment. New Literacy co-ordinators.**

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	**Monitor the consistency of progress in spelling across Key Stage 2 and Key Stage 1.**
Focused priority 2	**Monitor the consistency of progress in handwriting across Key Stage 2 and Key Stage 1.**

Background priorities for Achievement

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

Background priority 1	**Literacy coordinator to monitor the teaching of spelling across the school under new subject leader criteria and lead cpd based upon the progress.**
Background priority 2	**Literacy coordinator to monitor the teaching of handwriting across the school under new subject leader criteria and lead cpd based upon the progress.**

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 promote Little Herons within the local area to ensure the viability of the provision.**
Focused priority 2	**To review attendance procedures and ensure a consistent approach.**

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. The promotion locally and profile raising of the provision to keep LH at the front of everything the school does.**
Background priority 2	**Review of data monitoring – particularly attendance figures – in light of Ofsted. A greater understanding of trends and patterns in attendance by senior leaders.**

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 improve the quality of the outdoor provision for all children.**

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	**Children to be consulted on how the playground should look and necessary improvements costed and implemented. Rejuvenation of EYFS area.**

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 an overseas setting.**
Focused priority 2	**To facilitate the beginning of a new Nature Club to strengthen links with National Landscapes and local land owners.**

Background priorities for Community

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

Background priority 1	**To work with other adults, Governors and school to further develop our relationship with the Ghanaian school.**
Background priority 2	**School has access to direct funding which will facilitate the implementation of a weekly nature club in the surrounding area. This will further strengthen ties with local landowners and the community.**

Teaching, Learning and Curriculum focused priority 1:

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

Position statement / or key question • The ICT curriculum has changed. By purchasing Purple Mash the curriculum can be taught in a more encompassing way across both key stages.	**Target/s** • Subscribe to Purple Mash. • ICT coordinator to implement new curriculum. • 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. • Ensure any relevant training is accessed when it becomes available.
What will success look like? • Children working at the expected standard. • Clear pedagogical progression within the subject area. • Subject assessments will show most children working at the expected levels. • More confident and focused teaching of the subject. • ICT 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.	**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.
Key people, including governors • Subject leader and all staff • Subject Governor • Pupils and parents	**Funding and resources** • Staff meeting and INSET time • CPD/training as and when it is available. • Subscription to Purple Mash. • Networking through the cluster.

Tasks	Who	When	Monitoring and evaluating
• Ensure all staff are aware of changes to the ICT curriculum.	Class teachers	By autumn 2026	All staff Subject Leaders
• Monitor the effectiveness of the new scheme	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	2026	Subject leader Head
• Monitor KS1 and KS2 development	Head	Termly	Head Governors

Headlines of evaluation

Autumn	Spring	Summer
Purchase Purple Mash Checking of curriculum/audit. Check rolling programme to ensure complete coverage and pedagogical progression.	Monitoring and assessment of progress. Review of effectiveness of new approach. Implement suggestions/ improvements.	Review. Inset. Governor feedback. Next steps.

Teaching, Learning and Curriculum focused priority 2:

To make improvements to the teaching of writing across both key stages.

Position statement / or key question	Target/s
• Writing is currently a relatively successful subject in the school based on KS1 and KS2 data. However results would indicate that not enough children at Key Stage 2 are working at the expected level and certainly not enough are working at greater depth. Key stage 1 results are more promising, but there seems to be a lack of consolidation from KS1 to the end of KS2. The work needs to be from a grass roots level from the beginning of Year 1.	• To ensure the resourcing of the literacy curriculum is appropriate, the implementation of Drawing Club in EYFS. • To implement a more detailed approach that supports the existing curriculum in class teaching. • To ensure all staff are confident in subject knowledge and terminology through CPD, networking and INSET. • To closely monitor and review the effectiveness of this new approach with the help of Governors. • To improve the recording of assessment in writing to help highlight areas of need.
What will success look like? • Children working at the expected standard with more working at greater depth within the subject. • 2027 KS2 results will show an increased percentage of children working at the expected standard in writing. • More confident and focused teaching of the subject. • Planning will show a more developmental approach to writing with clear established steps to improvement. • Class room displays to demonstrate good practice.	**What will be different for children?** • More time spent on writing allowing them to gain a greater or clearer understanding. • More resources and visual aids. • More challenge within the subject. • Greater enjoyment of the subject. • Changes to assessment frequency. • Use of expertise within teaching and support staff. • Use of adult volunteers in monitoring and frequency of work.

Key people, including governors	Funding and resources
• Literacy coordinators and all staff • Literacy Governor • Pupils and parents	• Staff meeting and INSET time • CPD • New resource aids

Tasks	Who	When	Monitoring and evaluating
• Ensure all staff are aware of changes to the emphases of writing.	Class teachers	By Oct 2026	All staff Literacy coordinator
• Monitor the effectiveness of the new approach	Class teachers	Half termly	All staff Head Curriculum Governor
• Tailor assessments to meet the needs of the coverage each half term	Class teachers	Half termly	All staff
• Resource the subject where necessary	Head	As needed	All staff
• Subject audit	Literacy coordinator	2026/27	Literacy coordinator Head
• Monitor KS1 and KS2 half termly and end of year assessments	Head	Termly	Head Literacy Governor
• Implement a new method of recording writing assessments	Head	By Oct 2027	Head Literacy coordinator

Headlines of evaluation

Autumn	Spring	Summer
Review tracking. Routine assessment of writing at half term and end of term. Year group target setting Checking of curriculum Literacy audit.	Monitoring and assessment of progress Review of effectiveness of new approach Implement suggestions/improvements	Review Assessments Inset Governor feedback Next steps

Achievement focused priority 1:

Monitor the consistency of progress in spelling across Key Stage 2 and Key Stage 1.

Position statement / or key question • **All pupils need to make the necessary progress through the school in spelling.** • **All children should be meeting expectations.** • **Currently there are not enough children meeting expectations in spelling at the end of Key Stage 2.** • **There need to be enough opportunities for the more able to exceed their potential as at Key stage 1.** • **There should be a higher profile of spelling throughout the school.** • **There should be a more consistent and equal approach to spelling in KS2.**	**Target/s** • **Most children will make expected progress in spelling and some will make better than expected progress by the end of Key Stage 2.** • **Assessment will show pupils are making the necessary progress through the school.** • **Raise the profile of spelling across the whole school.** • **INSET on whole school strategies.** • **Use of Governors to monitor progress and strategies.** • **Use of new spelling schemes to monitor effectiveness and progress.**
What will success look like? • **The vast majority of children should be at least achieving expectations in spelling at the end of KS2.** • **Some children (more than currently) will exceed expectations by the end of key stage 2** • **School tracking will show targeted support for those children not making necessary progress in spelling.** • **Consistent levels of success in spelling assessments weekly.** **A higher profile of spelling across school as seen in display and books.**	**What will be different for children?** • **More consistent teaching in spelling across the whole school.** • **More opportunities provided for using learnt spellings.** • **Focus on creative, practical and varied teaching techniques to ensure all children can enjoy spelling.** • **More targeted support for children not making expected progress.**
Key people, including governors • **All staff** • **Literacy coordinator** **Curriculum Governor**	**Funding and resources** • **Booster sessions in spelling.** • **Improved tracking and targeting.** • **New spelling initiatives.** **Relevant CPD**

Tasks	Who	When	Monitoring and Evaluation
• To assess children every week and monitor progress in spelling.	Staff Curriculum Gov.	Weekly	Staff and literacy coordinator. Spelling inset
• Targeting of children who are not making expected progress.	All staff	Ongoing	Regular tracking scrutiny Staff meetings
• Establishing booster groups to help.	Staff	Ongoing	Teacher assessment

Headlines of evaluation

Autumn	Spring	Summer
Assessment of spelling so far Targeting support for children not making expected progress. Weekly assessment and evaluation. Staff meeting Resources identified	Assessments Boosting for those that require it.	Sats and KS2 Assessments

Achievement focused priority 2:

Monitor the consistency of progress in handwriting across Key Stage 2 and Key Stage 1.

Position statement / or key question	**Target/s**
• **All pupils need to make the necessary progress through the school in handwriting.** • **All children should be meeting expectations.** • **Currently there are not enough children meeting expectations in handwriting at the end of Key Stage 2.** • **There should be a higher profile of handwriting throughout the school.** • **There should be a more consistent and equal approach to handwriting in KS2.**	• **Most children will make expected progress in handwriting and some will make better than expected progress by the end of Key Stage 2.** • **Assessment will show pupils are making the necessary progress through the school.** • **Raise the profile of handwriting across the whole school.** • **Use of Governors to monitor progress and strategies.** • **Use of new handwriting schemes to monitor effectiveness and progress.**
What will success look like? • **The vast majority of children should be at least achieving expectations in handwriting at the end of KS2.** • **Some children (more than currently) will exceed expectations by the end of key stage 2** • **A higher profile of handwriting across school as seen in display and books.**	**What will be different for children?** • **More consistent teaching of handwriting across the whole school.** • **More opportunities provided for using handwriting.** • **Focus on creative, practical and varied teaching techniques to ensure all children can enjoy handwriting.** • **More targeted support for children not making expected progress.** • **More celebration of handwriting success.**
Key people, including governors • **All staff** • **Literacy coordinator** • **Curriculum Governor**	**Funding and resources** • **Booster sessions.** • **Improved tracking and targeting.** • **Relevant CPD**

Tasks	Who	When	Monitoring and evaluating
• To monitor progress in handwriting.	Staff Curriculum Gov.	Weekly	Staff and literacy coordinator. inset
• Targeting of children who are not making expected progress.	All staff	Ongoing	Regular tracking scrutiny Staff meetings
• Establishing booster groups to help.	Staff	Ongoing	Teacher assessment

Headlines of evaluation

Autumn	Spring	Summer
Assessment of handwriting so far Targeting support for children not making expected progress. Weekly evaluation. Staff meeting Resources identified	Evaluations Boosting for those that require it.	Writing Assessments Moderation

Leadership and Management focused priority 1:

To promote Little Herons within the local area to ensure the viability of the provision.

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 has opened in the old conservatory area. • Both settings are working well with current staffing. • Ensure viability of both.	**Target/s** • To ensure the new classes remain open and are fit for purpose. • 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. • 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.
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.	**What will be different for the children?** • More children and earlier sibling attendance. • More Parental involvement. • More visitors to the school.
Key people, including governors • Head • Staff • Children/parents • Governors	**Funding and resources** • PTA funds • Formula Capital • School budget • All resources as and when required to re-furnish new provision.

Tasks	Who	When	Monitoring and evaluating
• Promotion of Little Herons and Nursery	Governors Staff Parents Head	Immediately	Governors Head
• Monitoring of effectiveness.	Staff	Ongoing	Staff Head

Headlines of evaluation

Autumn	Spring	Summer
Promotion of both facilities Monitoring by staff and Governors.	Monitoring and promotions Any improvements.	Monitoring, promotions and adjustment.

Leadership and Management focused priority 2:

To review attendance procedures and ensure a consistent approach.

Position statement / or key question • School has undergone Ofsted this year. • Monitoring of attendance was highlighted. • More scrutiny and data analyses are needed to understand patterns on attendance.	**Target/s** • Head teacher top analyse data on attendance. • Close working with Governors and W+F attendance officer. • Areas of concern to be monitored. • Strategies top improve attendance where needed will be suggested and implemented.
What will success look like? • More accountability over attendance. • Refreshed attendance policy • Areas of concern are dealt with swiftly. • Any training accessed • Inset at staff meetings • Governor scrutiny.	**What will be different for children?** • More emphases on attendance. • Greater understanding in why attendance can be tricky.
Key people, including governors • Head • Governors	**Funding and resources** • CPD • Inset

Tasks	Who	When	Monitoring and evaluating
• Data analyses	Head Governors	Immediately	Governors Head
• Issues/trends in attendance highlighted.	Head Governors	Immediately	Head Governors
• Monitoring of attendance figures.	Head Governors	When needed	Head Governors

Headlines of evaluation

Autumn	Spring	Summer
Attendance data analyses Monitoring of effectiveness	Monitoring of the situation	Monitoring and review.

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 2026	Head Staff Governors
• Creation of a staff room.	Staff	Autumn 2026	Head Staff Governors
• Transformation of pod.	Staff	Autumn 2026	Head and staff Governors

Headlines of evaluation

Autumn	Spring	Summer
Discuss with staff what is needed in school for their well-being. Convert pod into staff room.	Monitor effectiveness and use.	Monitor and review.

Personal Development and Well Being focused priority 2:

To improve the quality of the outdoor provision for all children.

Position statement / or key question • The playground is bare after the new classroom has been built. • There is a need to re-mark the playground. • EYFS outdoor area needs revamping.	**Target/s.** • Consult children in the markings that are to be put down. • Fully utilise • Repurpose and restock EYFS playground.
What will success look like? • A playground with fresh markings. • A refreshed EYFS playground • A more satisfactory and manageable school environment • Happy parents • Happy children and happy staff.	**What will be different for children?** • More opportunities to learn outside • More space and a calmer environment • A much tidier area for the children
Key people, including governors • All staff • Governors • Children • Parents	**Funding and resources** • PTA • Formula capital • School budget

Tasks	Who	When	Monitoring and Evaluation
• Consult children on markings	Staff Governors	Autumn 2026	Head Staff
• Re-mark playground	Head Governors Contractors	Spring 2027	Head Staff
• Revamp and re-equip EYFS playground	Contractors	2027	Head Staff

Headlines of evaluation

Autumn	Spring	Summer
Plans drawn up and consultation Allocation of budget	Remarking	Playground and EYFS complete

Community focused priority 1:

To further develop and strengthen the links with an overseas setting.

Position statement / or key question	Target/s
• The school has been able to establish a link with another school in Ghana. • Children have exchanged emails in the top junior class. • It is important to further develop this link. • Other classes to be involved from both settings. • Help from community members.	• To collaborate with the school in Ghana. • To explore and establish setting up stronger links and more correspondence. • To discuss with consortium schools about their existing links. • To develop these links.
What will success look like? • Strong links with our Ghanaian school. • Children communicating with other children and experiencing their community. • Governors and parents being involved with link schools.	**What will be different for children?** • Strong links with a contrasting UK locality • Strong links with an overseas school. • More opportunities to use IT and other communication methods. • More project-based learning.
Key people, including governors • Governors • Children • Staff	**Funding and resources** • Costs incurred when setting up links. • Updating of IT provision where needed. • Literature and possible inter school visits to see how things can work.

Tasks	Who	When	Monitoring and evaluating
• Further develop the link with our Ghanaian school	Staff Children	Autumn 2026	Head Staff Governors
• Roll out this link to other classes and children in both settings.	Staff Children	Spring 2027	Head Staff
• Possible exchange of items and video links.	Staff Children	Summer 2027	Head Staff
• Further develop the link with our Ghanaian school	Staff Children	Autumn 2027	Head Staff Governors

Headlines of evaluation

Autumn	Spring	Summer
Further develop the links and establish closer contact	Roll out to other classes	Development of links

Community focused priority 2:

To facilitate the beginning of a new Nature Club to strengthen links with National Landscapes and local land owners.

Position statement / or key question • To further develop the school's excellent links with the community in general through the launch of nature club. • Build upon the successes of the school in the local community • Establish a new link with National Landscapes. • Working with existing landowners in the local landscape. • Accessing FIPL funding to help fundraising and the purchase of equipment. • Create a vibrant new Nature Club within school.	**Target/s** • Establish a relationship with Community • Creation of Nature Club. • Working with NL and other groups. • Utilisation of local expert knowledge to educate children. • Raise profile of the school. • 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.
Key people, including governors • SG • Parents • Governors • Children/parents/staff	**Funding and resources** • transport • equipment • training

Tasks	Who	When	Monitoring and Evaluation
• Create Nature Club	Staff	Autumn 2026	Head/staff
• Plan and implement events	Staff	Ongoing	Head/staff
• Create links with local bodies and experts.	Staff	Ongoing	Head/staff
• Implement and devise a programme of activities.	Staff	Spring and summer 2027	Head/staff
• Access FIPL funding	Staff	Spring summer 2027	Head/staff

Headlines of evaluation

Autumn	Spring	Summer
Start promotion of NC. Develop programme of events Establish local links	Set up club one day a week. Devise new activities Promote the group Assess effectiveness	Promotion Evolve Links with school Review effectiveness

The year at a glance

	Focused priorities	Background priorities	Other important things
Autumn 1	**Improvements to the teaching of handwriting and spelling across the key stages.** **Assessments carried out and scrutinised.** **Staff training where necessary.** **Review of policies and updating.** **Establishment of Nature Club.** **Data analyses** **Purple mash subscription** **Links to be further developed with Ghanaian school.** **Staff room opened.**	**Training or CPD for staff in spelling and handwriting.** **Children to be monitored and reviewed as and when needed.** **Establish links with local bodies in surrounding area.** **Markings sourced** **Licences bought**	**INSET** **Community events.** **School production at harvest.**
Autumn 2	**New nursery class to be promoted.** **Assessment review in all subjects to check all is working – focus on writing** **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	**Writing to be monitored and assessed.** **Assessments carried out and scrutinised.** **New link developed.** **Little Herons to be further developed.** **Nature Club to be reviewed**	**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 writing 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 writing.** **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.** **Nature club flourishing.**	**Review of effectiveness of assessments.** **Full establishment of new FS group and Nursery.**	**Reports and SATs feedback to parents.** **Analysis of SATs results.**

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 promotion of Nursery 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 SIAMS	**Successful SIAMS**

Governing body year planner		
	Full GB	**Good Governance Committee**
Autumn	**October 2026/November 2026**	**When required**
Spring	**February 2027**	**When required**
Summer	**May 2027**	**When required**

Thinking ahead

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

Simon Brabant

Head teacher

12th October 2026