



# Lostock Hall Community Primary School

## School Development Plan 2025-2027

Axia 2021 Ofsted GOOD 2024

**VISION:** Be the best that you can be!

**MISSION STATEMENT:** At Lostock Hall Community Primary School we endeavour to provide our children with life skills that they will use to shape their future. We will nurture talents and provide secure foundations for learning. Our inclusive curriculum has a clear purpose to enable a progressive learning journey of knowledge, skills and creativity.

### **SCHOOL RULES:**

1. Be punctual and attend school regularly.
2. Show respect and use our manners.
3. Work hard in everything you do.
4. Respect our school environment and community.
5. Be friendly, co-operative and supportive.

Explore	
<ul style="list-style-type: none"> <li>➤ The Writing Framework issued from the DfE (June 2025)</li> <li>➤ Trial of Teach Computing</li> <li>➤ Trial of Kapow for the Science curriculum</li> <li>➤ Further developing staff through CPD and applying research principles (EEF)</li> </ul>	
Prepare	
<ul style="list-style-type: none"> <li>▪ Subject Leaders to provide guidance to staff of what they should be teaching in Science and Computing</li> <li>▪ Subject Leaders to identify what adaptations we expect to see within their curriculum area</li> </ul>	
Deliver	Sustain
<i>These aspects are our priorities for school improvement this year – see action plans</i>	<i>Whilst implementing the priority action plans we need to...</i>
<ol style="list-style-type: none"> <li>1. To clarify the intent, clearly implement and review the impact of the new Science curriculum (2 year target).</li> <li>2. To clarify the intent, clearly implement and review the impact of the new Computing curriculum (2 year target).</li> <li>3. To ensure all curriculum subjects have a clear pathway of inclusion (2 year target).</li> <li>4. To raise attainment in Early Years across all areas (2 year target).</li> <li>5. To raise the attainment in Writing across school (1 year target).</li> </ol>	<p style="text-align: center;"><b>Sustain</b></p> <ul style="list-style-type: none"> <li>• Humanities – monitoring of the new planning. Pupil interviews to evaluate the impact of Grammarsaurus – do children know more and remember more?</li> <li>• Attendance – continue all strategies to in place to uphold the school’s level of attendance (above National Average)</li> </ul> <p style="text-align: center;"><b>Further develop</b></p> <ul style="list-style-type: none"> <li>• Equality Mark – 2 badges to be gained – Sex and sexual orientation</li> </ul> <p style="text-align: center;"><b>De-scale</b></p> <ul style="list-style-type: none"> <li>• All foundation subjects to be planned as units using the trialed format</li> </ul>

<b>INTENTION:</b>						
<ul style="list-style-type: none"> <li>To clarify the intent, clearly implement and review the impact of the new Science curriculum</li> </ul>						
<b>Current Situation/Analysis:</b>						
<ul style="list-style-type: none"> <li>✓ Subject Co-ordinator exploring new schemes</li> <li>✓ New Subject Leaders in role</li> <li>✓ Identified that a new scheme of work is needed</li> <li>✓ Funds available to buy new resources</li> <li>✓ Subject Leader time given</li> </ul>						
<b>Links to OFSTED descriptors:</b>						
<ul style="list-style-type: none"> <li>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</li> <li>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.</li> </ul>						
Objective	Strategies and Actions	Success Criteria	Monitoring and Evaluation	Responsibility	Timeline	Resources and Budget
Clarify the intent of the Science curriculum	<ol style="list-style-type: none"> <li>Conduct curriculum review meetings with Science departments.</li> <li>Align curriculum goals with national curriculum standards and school's vision.</li> <li>Define key knowledge and skills students need at each year group.</li> <li>Update curriculum documents.</li> </ol>	Updated curriculum documents with clear objectives for each year group.	Audit of planning Clear progression Vocab bank for each unit Subject Leader time to ensure cohesion between the coverage.	DHT & Sub Leader	Autumn 2025	Scheme cost - £500 Resources - £1000
Implement the revised Science curriculum	<ol style="list-style-type: none"> <li>Organise professional development for teachers on new curriculum changes.</li> <li>Roll-out new curriculum maps and resources to teachers.</li> <li>Monitor teaching through regular observations and feedback sessions.</li> <li>Support staff with ongoing coaching and resources.</li> </ol>	Teachers are confidently using the new curriculum, observable in lessons and feedback is positive from students and staff.	Lesson drop ins Subject Leader monitoring: PBS, Pupil interviews, Staff audit, report comments, resource audit	DHT & Sub Leader	September 2025 through July 2026	Subject books - £200
Review and evaluate the impact of the new Science curriculum	<ol style="list-style-type: none"> <li>Gather feedback from teachers and students through surveys and focus groups.</li> <li>Analyse student achievement data and progress in assessments.</li> <li>Adjust curriculum as required based on feedback and data.</li> <li>Report findings to governors and SLT.</li> </ol>	Enhanced student outcomes shown in assessment data, positive feedback from school community.	Data Pupil interviews Book scrutiny	DHT & Sub Leader	July 2026 – July 2027	Subject leader cover = £1000
Develop Teaching	Support Teachers and TAs to teach well	Teachers confidence will increase	Termly CPD	All Staff		Link with Axia and WRIST

<b>INTENTION:</b>						
<ul style="list-style-type: none"> <li>To clarify the intent, clearly implement and review the impact of the new Computing curriculum</li> </ul>						
<b>Current Situation/Analysis:</b>						
<ul style="list-style-type: none"> <li>✓ Subject Co-ordinator exploring new schemes</li> <li>✓ Identified that a new scheme of work is needed</li> <li>✓ Experienced Subject Lead in role</li> <li>✓ Funds available to buy new resources</li> <li>✓ Subject Leader time given</li> </ul>						
<b>Links to OFSTED descriptors:</b>						
<ul style="list-style-type: none"> <li>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</li> <li>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.</li> </ul>						
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<b>INTENTION:</b>						
<ul style="list-style-type: none"> <li>To ensure all curriculum subjects have a clear pathway of inclusion.</li> </ul>						
<b>Current Situation/Analysis:</b>						
<ul style="list-style-type: none"> <li>✓ AB Qualified SENCo</li> <li>✓ AJ completing the NPQSENCO</li> <li>✓ Regular updates via weekly briefing</li> <li>✓ Regular staff CPD</li> <li>✓ Strong links with outside agencies, e.g. REACH, TotD, LCC IEST</li> <li>✓ Links with GH PRU</li> </ul>						
<b>Links to OFSTED descriptors:</b>						
<ul style="list-style-type: none"> <li>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</li> <li>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</li> </ul>						
Objective	Strategies and Actions	Success Criteria	Monitoring and Evaluation	Responsibility	Timeline	Resources and Budget
Subject leaders to clearly monitor how children with additional needs are catered for through adapted planning/teaching within their subject	<ol style="list-style-type: none"> <li>Conduct subject review to ensure each unit of work is inclusive.</li> <li>Monitor using a variety of methods to ensure consistency across school / year groups</li> <li>How does the subject policy identify inclusion with a clear expectation</li> </ol>	Subject Leaders can confidently identify how their subject is adapted to meet the needs of the pupils	Learning walks Planning scrutiny Book looks (PBS) Update subject policies	Subject Leaders	Autumn and Spring	Cover for Subject Leader – LW / AB @ £100 x3
Subject leaders to monitor the progress of SEND chn across school (for their subject)	<ol style="list-style-type: none"> <li>Gather feedback from teachers and students through surveys and focus groups.</li> <li>Analyse student achievement data and progress in assessments.</li> <li>Adjust curriculum as required based on feedback and data.</li> <li>Report findings to governors and SLT.</li> </ol>	Subject Leaders will know how chn with SEND are achieving across school	Learning walks Planning scrutiny Book looks (PBS) Pupil interviews	Subject Leaders SLT SENCo	Each data drop Math/Eng - Aut Foundation – Spr & Sum	Cover for Subject Leader – LW / AB @ £100 x3
Subject leaders to ensure each subject has the correct resources to allow all chn to access the subject	<ol style="list-style-type: none"> <li>Gather feedback from teachers to create a resource list</li> <li>Identify any resources that need to be purchased</li> </ol>	All subjects will be fully resourced	Resource audit / list	Subject Leaders	Spring	Cover for Subject Leader – LW / AB @ £100 x3
Class teachers to identify, implement and track children using PIVATs	<ol style="list-style-type: none"> <li>Staff to assess children to identify level of attainment.</li> <li>Staff to clearly pinpoint the level of attainment using PIVATs</li> <li>Staff to liaise with SENCo and Subject Leaders with progress</li> </ol>	Children accessing all curriculum areas. Clear monitoring of all children with SEND need (PIVATs) /against subject key skills	PIVATs tracker to be completed at data drop intervals Class teachers to identify from key skills for each foundation subject the	Class teacher	Sept-July	N/A

			level of attainment to support adaptive teaching and skills previously achieved			
Develop Teaching	Support Teachers and TAs to teach well	Teachers confidence will increase	Termly CPD TA – SALT CPD	All Staff		Link with Axia and WRIST

**INTENTION:**

- To raise attainment in Early Years across all areas

**Current Situation/Analysis:**

- |                                                        |                                     |
|--------------------------------------------------------|-------------------------------------|
| ✓ Baseline assessment completed in Autumn 1            | ✓ SALT advice sought in Autumn term |
| ✓ 4 staff in Rec and 2 staff in Pre-School             | ✓ Early Talk Boost sessions         |
| ✓ Mix of adult led activities and continuous provision | ✓ TLPs for children                 |

**Links to OFSTED descriptors:**

- The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.
- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

Objective	Strategies and Actions	Success Criteria	Monitoring and Evaluation	Responsibility	Timeline	Resources and Budget
To improve attainment in all Early Years areas, ensuring more pupils reach at least expected levels in both prime and specific areas of learning by the end of Reception.	<ol style="list-style-type: none"> <li>Conduct a comprehensive baseline assessment and gap analysis for all Reception pupils.</li> <li>Enhance continuous provision to enable greater opportunities for child-led play that promotes communication, physical development and PSE.</li> <li>Deliver targeted CPD for EYFS staff on: quality interactions, effective questioning, and planning for progression.</li> <li>Implement high-quality interventions aligned with identified gaps.</li> <li>Strengthen parental engagement through stay-and-play sessions, home learning packs and workshops.</li> <li>Embed regular moderation activities with EYFS teams within and beyond the school.</li> </ol>	<p>Increase in the percentage of pupils achieving a Good Level of Development (GLD), aiming for at least national average or higher.</p> <p>Observations show consistent high-quality provision and adult interaction.</p> <p>Children engaged and demonstrating clear progress in both prime and specific areas.</p> <p>Positive feedback from parents and carers on home-school engagement.</p>	<p>25<sup>th</sup> Sept meeting LW/IP/MB to audit Writing using the Writing Framework tool.</p> <p>Half-termly pupil progress meetings.</p> <p>Regular learning walks and environment audits.</p> <p>Termly scrutiny of learning journals and assessment evidence.</p> <p>EYFS leader reports to SLT and Governors.</p> <p>Feedback from parental engagement events.</p>	EYFS Lead and EY staff	<p>Baseline assessments: September</p> <p>CPD rollout: Autumn 1-2</p> <p>Interventions start: Autumn 2</p> <p>Review: Each half-term</p> <p>Final evaluation: July</p>	

To share good practice and make adaptations	Attend moderation events with Axia Attend relevant CPD	Activities will be adapted to ensure all learners are accessing all elements of the curriculum.	Lesson drop ins Subject leader input EY Lead to hold supervision meeting half termly	EYFS Lead and EY staff	Termly monitoring	CPD through Axia (cost covered)
Focus on prime area – LA&U	Chn appearing to be lower than expectation to be targeted for Com & Lang	Chn will access targeted learning sessions to develop their Communication and language	Termly review	EY Staff	Termly monitoring	
Focus on writing (See Writing action plan)	Chn appearing to be lower than expectation to be targeted for fine motor activities Continuous provision focus: fine motor skills from day 1 in Pre-Sch & Rec	Chn will learn the correct pencil grip Chn will access fine motor activities in the continuous provision	Half termly PP meeting with HT	EY Staff	Termly monitoring	
To develop continuous provision areas	Focus initially on Prime areas CP to be enhanced to develop skills over a 2 weeks period	Continuous provision to have clear progression Focus groups of chn directed to the areas that they need to develop.	Termly review	EY Staff	Half Termly monitoring	Resources £200
To develop curriculum – skills based (specific skill rather than end result)	Focus on specific skills based on conversations with subject leaders	Activities will be adapted to ensure all learners are accessing all elements of the curriculum.	Staff meeting to inform staff of start points (and Y6 input for Y6 end point)	EY Staff	Half Termly monitoring	
Develop Teaching	Support Teachers and TAs to teach well	Teachers confidence will increase	Termly CPD	EY Staff	Ongoing	Link with Axia and WRIST

**INTENTION:**

- To raise the attainment in Writing across school.

**Current Situation/Analysis:**

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>✓ On the whole writing is above Nat Av, however we need to focus on groups:             <ul style="list-style-type: none"> <li>○ KS2 Writing = 74.6% (GD = 13.6%)</li> <li>○ KS1 Writing = 77.2% (GD = 7%)</li> <li>○ EYFS Writing = 57%</li> </ul> </li> <li>✓ EYFS Early Talk Boost sessions / Talk Boost in Y1 &amp; 2</li> <li>✓ Daily phonic/spelling sessions</li> </ul> | <ul style="list-style-type: none"> <li>✓ Star writing session (weekly/fortnightly)</li> <li>✓ Role-play in each year group</li> <li>✓ Creative areas in playground (stage)</li> <li>✓ Word walls in every classroom</li> <li>✓ Strong links with KS3 curriculum/staff</li> <li>✓ Staff meetings/English updates</li> </ul> |
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**Links to OFSTED descriptors:**

- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- The curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.

Objective	Strategies and Actions	Success Criteria	Monitoring and Evaluation	Responsibility	Timeline	Resources and Budget
Ensure consistency in the teaching of writing across all year groups	<ol style="list-style-type: none"> <li>1. Review the whole-school writing framework with agreed approaches to planning, teaching and assessment (IaCW)</li> <li>2. Ensure high-quality model texts and genre toolkits to support teacher modelling.</li> <li>3. Moderate writing internally and externally to secure judgements.</li> </ol>	Teaching of writing is consistent across all classes as evidenced in planning and lesson observations. Internal and external moderation confirms accuracy of teacher assessment. Pupil progress is evident across all year groups.	Lesson observations twice per term. Termly planning scrutiny and moderation meetings. Annual partnership moderation with local schools.	Headteacher English Subject Leaders	Autumn 1: Planning audit Autumn 2 onwards: Monitoring and moderation	Staff meeting time allocated for planning and moderation
Improve the quality of writing outcomes, increasing the proportion of pupils at ARE and Greater Depth	<ol style="list-style-type: none"> <li>1. Plan writing units linked to high-quality, diverse texts.</li> <li>2. Embed editing and redrafting as part of the writing process.</li> <li>3. Provide explicit teaching of vocabulary, grammar and sentence structure.</li> <li>4. Target interventions for underachieving pupils and those on the cusp of Greater Depth.</li> </ol>	Minimum 80% of pupils meet ARE by end of year. At least 25% of pupils exceed GD in KS1 and KS2. Pupils are confident in writing independently across genres.	Use pupil progress data termly to identify gaps and impact. Work scrutiny shows pupil progress over time. Intervention evaluation feedback and outcomes reviewed half termly.	Writing Subject Leader SENDCo Class Teachers	Autumn 1: Baseline assessments Termly: Intervention reviews and outcomes tracking	£300 for high-quality texts Additional TA time for group interventions
Enhance pupil engagement and motivation in writing	<ol style="list-style-type: none"> <li>1. Introduce regular creative writing opportunities.</li> <li>2. Enter pupils into writing competitions.</li> <li>3. Celebrate writing achievements in assemblies and displays.</li> </ol>	Increased pupil engagement and enthusiasm observed. Uptake in writing competitions and extracurricular activities. Pupil voice surveys indicate increased enjoyment and confidence in writing.	Termly pupil voice surveys. Monitor pupil participation rates in voluntary and competitive writing initiatives. Analyse effect on writing outcomes and attitudes in class.	Writing Subject Leader Class Teachers SLT	Ongoing from Autumn 1	£500 for competition fees and prizes
Develop teacher subject knowledge and confidence in teaching writing	<ol style="list-style-type: none"> <li>1. Provide regular CPD on effective writing instruction, including SPaG and genre-specific features.</li> <li>2. Facilitate coaching and peer observation opportunities.</li> </ol>	Teachers demonstrate confidence in delivering engaging, high-quality writing lessons. Peer feedback and lesson evaluations show improved practice.	Half-termly evaluation of CPD impact through reflection and pupil outcomes. Use the Writing Framework (July 2025) to inform staff of	Deputy Headteacher Writing Subject Leader CPD Lead	Autumn Term: Subject Leaders update Spring TA –SALT session	Release time for CPD sessions

	3. Create 'best practice' video exemplars of modelled lessons. 4. Update staff writing toolkit with research-based approaches.	Staff surveys indicate increased subject knowledge.	the importance of developing writing with chn.			
Increase opportunities for cross-curricular writing to strengthen writing skills across disciplines	1. Embed writing outcomes into foundation subject planning with clear outcomes. 2. Develop progression documents linking non-core content with writing expectations.	Pupils produce purposeful, high-quality writing across the curriculum. Writing progress evident in books beyond English. Teachers routinely plan and assess cross-curricular writing.	PBS across subjects. Planning scrutiny each half term. Pupil voice on the meaningfulness of writing tasks.	Subject Leaders Class Teachers SLT	Autumn 2: Foundation subject links reviewed Spring Term: Monitoring of outcomes and pupil work	Use of existing staff time for collaborative planning £200 for publishing/display materials

**Yearly Overview:**

<p><b><u>Lesson Observations/Drop ins 2025-2026:</u></b></p> <ul style="list-style-type: none"> <li>✓ Autumn – Science &amp; SEND</li> <li>✓ Spring – Computing &amp; SEND</li> <li>✓ Summer – SEND</li> </ul> <p><b><u>Lesson Observations/Drop ins 2026-2027:</u></b> <b><u>TBC</u></b></p>	<p><b><u>Pupil Book Study 2025-2026:</u></b></p> <ul style="list-style-type: none"> <li>✓ Autumn – Maths</li> <li>✓ Spring – Science</li> <li>✓ Summer – SEND</li> </ul> <p><b><u>Pupil Book Study 2026-2027:</u></b> <b><u>TBC</u></b></p>	<p><b><u>Themed Weeks:</u></b></p> <ul style="list-style-type: none"> <li>▪ Autumn 2025 – Life skills</li> <li>▪ Spring 2026 – Creative Arts</li> <li>▪ Autumn 2026 – TBC</li> <li>▪ Spring 2027 – TBC</li> </ul>	<p><b><u>Pupil Feedback for areas to develop:</u></b></p> <ul style="list-style-type: none"> <li>Shelter in KS2 playground</li> <li>More time on the field</li> <li>More benches in the playground</li> <li>More Forest School sessions</li> <li>More creative time</li> <li>Install swings and slide</li> <li>School pet</li> <li>More school trips</li> <li>Larger lunch portions</li> </ul>
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**Health & Safety Action Plan:**

<b><u>TARGET:</u></b>				
<ul style="list-style-type: none"> <li>• To ensure all staff have relevant training/information</li> </ul>				
<b><u>Current Situation/Analysis:</u></b>				
<ul style="list-style-type: none"> <li>➤ Staff have all completed Safeguarding training, channel training and Asthma/Anaphylaxis sessions</li> <li>✓ Relevant staff have attended Diabetes training</li> </ul>			<ul style="list-style-type: none"> <li>✓ Staff are First Aid trained</li> <li>✓ Staff have had Positive Handling training</li> <li>✓ Staff have epilepsy training</li> </ul>	
<b><u>Objectives/Actions:</u></b>	<b><u>Time scale/Funds:</u></b>	<b><u>Lead/Staff:</u></b>	<b><u>Source:</u></b>	<b><u>Self-Evaluation/RAG rating:</u></b>
Asthma/Diabetes/Anaphylaxis/Epilepsy/First Aid/Legionella/Asbestos Training	£0	Those needing updates	NHS/ Sch Nurse/WRIST/Centaur	Arrange when needed
Weekly Safeguarding updates	£0	All staff	DfE/LSCB website/School Nurse	Each staff briefing

DSL training (HT/DHT/Chair of Gov)	N/A	HT/ DHT/ AJ	Lancashire Safeguarding Team	DSL / SG CPD accessed through WRIST
Inclusion Hub involvement/IEST	£0	SENCo	District 7/LCC	SLT attended meetings to support

**Buildings Action Plan:**

<b>TARGET:</b>				
<ul style="list-style-type: none"> <li>Improvements to ensure the school building is safe and ensure that problems are addressed quickly to prevent further issues developing.</li> </ul>				
<b>Current Situation/Analysis:</b>				
<ul style="list-style-type: none"> <li>Each playground has toys to enhance playtimes – Welfare have had training to ensure playtimes are productive</li> <li>Meetings with PROP</li> </ul>		<ul style="list-style-type: none"> <li>Outdoor classroom / MUGA / Trim Trail is timetabled</li> <li>EYFS and Y1 have specific areas accessible from their classroom</li> <li>Singing playgrounds (as part of creativity bid)</li> </ul>		
<b>Objectives/Actions:</b>	<b>Time scale/Funds:</b>	<b>Lead/Staff:</b>	<b>Source:</b>	<b>Self-Evaluation/RAG rating:</b>
SLA with PROp	Sept 25 (annual)	LW/PL/CA	LCC	Contracts signed/money transferred
Install air conditioning units	Ongoing	LW/PL/CA	Revisit quotes from last year – contact companies to discuss	Installation to be a gradual approach – Rec, Pre-School

**Governor Action Plan:**

<b>INTENTION:</b>				
For our school to have an effective Governing Body who strive to be involved, guide, support and question our school development.				
<b>Current Situation/Analysis:</b>				
<ul style="list-style-type: none"> <li>Chair of Governors – Joanne Leach</li> <li>All Governors linked to a Year group</li> <li>Link Governors allocated to subject areas/projects/groups/staff</li> </ul>				
<b>Objectives/Actions:</b>	<b>Time scale/Funds:</b>	<b>Lead/Staff:</b>	<b>Success Criteria:</b>	<b>Self-Evaluation/RAG rating:</b>
All Governors to read the KCSiE document and understand their role in safeguarding.	September 2025	LW/Gov	Governors will sign to acknowledge they have read and understood Part 1 of KCSiE. Gov to attend training provided through Axia.	CPD to be delivered at first Gov meeting in Autumn
Gov to attend relevant training to ensure they have the skills required to fulfil their role	Ongoing	LW/AB/Axia	Gov will attend CPD through Axia/WRIST/LCC	LCC CPD available School visits to support curriculum knowledge
Monitor staff well-being and workload LW to provide termly updates of all that school is doing to support staff in their role.	Ongoing	LW/JL	LW & JL will have regular communication. Well-being Governor appointed. LW to list the areas of support we provide for staff	Regular communication between JL & LW
Link Governors to provide a report into Full Gov summarising subject updates.	Ongoing	Gov	Reports will be shared at summer meeting.	Ongoing