

## 1. Staff Development & Support

Problem (Why?)

**Staff are our greatest assets** - retention is vital in keeping the money already invested in training within the school and ensuring a consistent working knowledge of routines, pupils needs etc but there is a national recruitment and retention crisis - a key way to support retention is through personal development opportunities and responsibilities. The leadership structure is under-developed and there is no absence protection or succession planning in place, which is a high risk factor for the school.

ID	Target (What?)	Actions (How?)	Lead (Who?)	Time scale / Implementation Date (When?)	Monitored by / Evidence	Success Criteria/ Impact (So?)	Autumn 2025	Spring 2026	Summer 2026
1.1	To support senior and middle leadership development within the school team	JW to complete the MA Educational Leadership with University of Chester KT to complete the senior leadership apprenticeship with Best Practice Network CH to develop the role of Teacher Training Mentor for placements & apprenticeships (MR)  Teaching staff to meet once per half term to share learning and discuss impact / actions identified for school / future development and consolidate learning, coach, peer collaborative support	JW KT CH  Teachers	ST - Time for learning MT - update meetings LT - completion of CPD  Half termly	Headteacher & Governors  Learning logs / Records Minutes of meetings Development action plans	This will provide growth to current staff, empowerment in leadership ability and enable the SLT to be share ideas, and support short and longer term school development, whilst ensuring methods are up-to-date and the research which drives the change is timely and relevant. This will promote variation, support, challenge and improve staff confidence in leadership roles for the whole staff team.			
1.2	To build leadership succession within the school.	KT to join SLT and begin to understand the role / deputise in absence of HT / take on some responsibilities e.g. finance Develop a programme of learning linked with the NPO programme to tie in with school needs and areas of development Identify projects to support school development / dissertation research Review action plans and establish impact or where further development is required	JW/KT KT KT/JW KT/JW	Autumn Term 1 Autumn Term 2 Spring Term 1 Summer Term 1	Governors  Training schedule Projects summary reported to gobs	This will enable HT support and absence cover for both HT and Admin as well as improve development of chosen areas for projects.			
1.3	To develop 'Home Grown' Teachers and promote active CPD	FLH to complete the Specialist Teaching Apprentice and Teaching Apprenticeship with University of Cumbria AB to complete the Early Years Teaching Apprenticeship and Teaching Apprenticeship with University of Cumbria AB & FLH to hold half termly meetings with Apprenticeship Mentor (JW) for support and development	FLH AB FLH/AB/JW	ST - 1 Day / Month Training MT - Progress Meetings LT - Teacher Qualification  Half termly	Headteacher  Minutes from Meetings Progress from the Baseline Tracker	This will enable current support staff to realise their potential and further build on their skills to teach independently. This will encourage other staff to continue CPD for their own development and continue career progression within school.			
1.4	To develop the role of support staff within the school to maximise teaching and support pupils' needs.	Continue with the WELL programme 'Maximising use of TAs' (MITA) through observations and peer coaching To continue imbedding the Unconditional Positive Regard (UPR) training to support pupil's behaviour To support TA development through mentorship of apprentice (MR)	JW TO / NH CH	ST - weekly class meetings MT - Coaching records LT - Pupil outcomes	Headteacher  MITA coaching records Planning / Book Looks Behaviour analysis / Pupil voice Mentor meetings	Support staff will be more confident in abilities and support pupils in the best way (least support first), leading to better pupil outcomes and independence. Classrooms will be calmer and behaviour incidents less frequent as trust and relationships are built, which will in turn allow more learning time for all pupils.			
1.5	To ensure CPD is effective and impactful in moving the school forward.	All CPD taken tracked and linked to appraisals to improve motivation All CPD to be fed back to staff in Staff Meetings or used to cascade training All CPD to give 3 actions that will be carried out and monitored short term, medium term and long-term with impact assessment	JW All Staff JW	ST - Changes in practise MT - impact on staff practice LT - Impact on pupils	Headteacher Governors  Tracking summary, appraisals, staff meeting minutes	Staff will share positive aspects from training received to change practice across the school and prevent 'lost CPD' and knowledge retention.			

## 2. Meeting the needs of ALL pupils

Problem (Why?)	<b>Pupils are our greatest priority</b> - pupil wellbeing, independence and resilience throughout the UK is at an all time low and figures for mental health issues increasing year on year, with greater needs being identified within school. We have a growing number of families who need help to find where to get support for finance, behaviour, SEND and basic care, we need to support them so our pupils home needs are met and they are able to focus on learning and are ready to learn. Maslow before Bloom! A key area of pupil need in school is within Speech and Language, with pupils entering with poor language and communication skills, this is preventing pupil learning and pastoral development as well as impacting on behaviour. The impact of some pupils on peer learning is a cause for concern and the identification of complex un-met needs to be established to enable all pupils to learn and have access to the full curriculum offer. Assessment data shows some pupils are not making sufficient progress and ownership on learning is extrinsic, with some parents disengaged and not providing support at home.
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ID	Target (What?)	Actions (How?)	Lead (Who?)	Time scale / Implementation Date (When?)	Monitored by / evidence	Success Criteria/ Impact (So?)	Autumn 2025	Spring 2026	Summer 2026
2.1	To further support SEND, Inclusion and Behaviour within school and embed practice / CPD from last year.	Review the current 'Passport' system and identify effectiveness / adaptations Regular meeting time for SEND Team and Classroom staff to support concerns Identify concerns quickly to minimise impact on pupil and peers - stepping stones implementation Staff training organised around key issues, TA boot camp for new starters and PTSI modules Assess the impact of M I T A on SEND pupil support Ensure SEND pupils are taking part in opportunities provided e.g. sports, clubs and identify barriers Review the effectiveness of interventions for EHCPs and targets achieved / progression Develop the use of iPads to support SEND pupils with independence and access Continue the progress on addressing behaviour through reporting systems, reflection centre and family support Staff training review and observations on metacognition strategies used to support pupils	SEND Team JW SEND Team JW JW JW SEND Team KT & VR SG Team JW	Autumn Term 2 Half Termly Ongoing Autumn Term 2 Spring Term 1 Spring Term 1 Termly Autumn Term 1 Ongoing Spring Term 1	Headteacher SEND Governor  Pupil voice, parent surveys, passports, minutes, records, observations	Our SEND pupils will be fully supported to learn in the best way for them, which may be mainstream or alternative provision within school. Staff will be confident in support SEND or challenging behaviour and identifying SEND needs. Pupils will be an inclusive part of the school family!			
2.2	To identify areas of development and set clear goals, targets and support to close gaps.	To use NFER assessments to more accurately assess strengths and areas for development To create development pathways for pupils for core support / interventions / tailored support For pupils to know areas of development and work towards individual targets For parents to be informed about where pupils current areas for development and how they can support Parents informed of non-negotiables for core curriculum and expectations for support	JW CH / KT / FLH JW CH/KT/FLH JW	Autumn Term 2 Spring Term 2 Autumn Term 1 Spring Term 2 Autumn Term 1	Headteacher SEND Governor  Pupil voice, parent surveys, attendance at parent support events, pupil plans	All pupils will have a clear picture of their progress and development and how to achieve this. Pupils will be more independent, intrinsically rewarded and get better tailored support from staff and parents to achieve better outcomes. Outcomes inline with national / county averages.			
2.3	Speech, Language and Communication	All staff to take part in ELKLAN training and deliver 20 mins sessions each week to support S&L in classes Talk boost assessments used to track S&L in early years and KS1 Increased opportunities for communication through play leader roles and outdoor provision at break and lunch times Increased discussion opportunities through partner talk, sharing, reading aloud and debates to build confidence in talking (More details will be added after the training!)	JW AB/FLH All Staff All Staff	Spring Term 1 Autumn Term 2 Autumn Term 1 Ongoing	Headteacher  Training schedules, action plans, planning, tracking	Pupils will have improved S&L and therefore better able to communicate wants and needs, understanding vocabulary choices, limiting behaviour through frustration and impact on overall learning.			
2.4	Mental Health & Wellbeing	Staff to utilise the Wellbeing Offer and decide how to spend the budget to support wellbeing throughout the school Regular training sessions / support as part of staff meeting time (bitesize, sharing ideas, external training) Support provided to pupils through Character Curriculum activities, inc. Decider skills, neurodiversity, belonging, first aid, life skills and personal interests ELSA / ESBA training completed by a member of staff to work alongside WB and support complex needs Regular activities organised by pupil wellbeing champions to promote wellbeing, shared with wider community Activities organised for family wellbeing such as support sessions, walks, after school events Promotion of pupil groups, roles and responsibilities to promote leadership and ownership (Eco Warriors, MH Ambassadors, Play Leaders, Lunchtime helpers and School Council inc. monitoring Safeguarding H&S)	CH / VR JW JW  NH CH / VR JW Group Leads	Autumn Term 1 Autumn Term 2 Autumn Term 1  Half termly Half termly Half termly Half Termly	Governors  Minutes of meetings Staff / pupil / parent / surveys Newsletters	Staff, pupils and families will understand how to look after mental health and wellbeing resulting in more resilience, support for each other, community engagement. This will impact on school ethos over time and pupils will have reduced anxiety, staff will have less absence and parent able to better understand and support pupils. Attendance will improve for PA families			
2.5	Family Support & Parental Engagement	NH to take on and develop the role of 'Pastoral Support' within the school with action plan of activities NH to visit key services within Cumberland to identify best support for pupils / parents e.g. Family hub NH to work with secondary school pastoral leads to identify support in our school NH to work with parents / families through offering single of contact for Early Help, family action etc. NH to create a Parent Padlet of information to promote social prescribing Provide more information to parents through Newsletters focusing on learning, curriculum and pupil roles Create more opportunities for family and community to attend school including various times of day / weekends	NH NH NH NH NH / JW JW JW	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Half Termly Half Termly	Headteacher  Action plan, parent surveys, padlet, newsletter updates	There are lots of pupils in our schools with complex home lives and parents who struggle to support pupils at home. This role will provide a relationship opportunity for families with one consistent member of staff and build confidence in gaining the right support, promoting better family wellbeing and prevent child protection incidents.			

3. Developing our Core Curriculum Offer

Problem (Why?)	<b>Access, foundations ... life long learning!</b> Subject Leadership and development is difficult within a small school setting as there are limited numbers of staff who can lead subjects and multiple subject expectations increase workload. To alleviate this, we have bought into a high quality non-core curriculum package which has teacher support, audit tools and progression strategies. As a whole staff we monitor the implementation and effectiveness of delivery throughout the year and adapt to our school setting as required. This gives us time to focus on the core subjects, to drive improvement and impact on the outcomes for pupils. This began last year, with NCTEM training for our Maths lead and EY setting and the RWI scheme being implemented for phonics and reading, but time is needed to fully embed practice and support development for all staff. Whilst National scores improved last year in SATs and PSC our school is still performing below the National Average and below the Cumberland Average.
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ID	Target (What?)	Actions (How?)	Lead (Who?)	Time scale / Implementation Date (When?)	Monitored by / evidence	Success Criteria/ Impact (So?)	Autumn Term 2025	Spring Term 2026	Summer Term 2026
3.1	To develop Maths throughout the school and enable better outcomes	CPD and use of training and resources from the Maths Hub for CH and KT CPD for support staff in effective support in maths lesson as well as own understanding Promotion of maths throughout the school, themed days, competitions and external visits Adapt the maths curriculum to better meet the needs of pupils through journaling and worked examples Use of NFER assessments to identify gaps and teach to greatest number of pupils / identify interventions and individual pathways Promote maths to parents through workshops, support sessions, sharing non-negotiables and information sessions for SATs / MTC etc.	Kenzie Taylor (Maths Lead)	Half termly Spring Term 1 Half termly Autumn Term 1	Headteacher Maths Hub  Action plans, CPD records, newsletters book looks, planning, assessment and analysis	Pupils will have the skills and knowledge to be successful in maths application and be working at age related expectations or above. Assessment data will be more inline with National trends.			
3.2	To embed RWI Phonics and continue to support Staff Development	Reading Leader time for coaching staff and ensure fidelity to the scheme Time for weekly meetings for development reading tutor pathways Half termly assessments & groupings to identify interventions and gaps Assessment shared with parents - certificates for progress & regular reading Parent support meetings & Workshops and PSC drops ins, website support Interventions delivered effectively with rapid progress for ALL Homework, video codes shared and tracked to support parents	Franki High (Phonics Lead)	Half Termly Weekly Spring Term 2 Half Termly Half Termly Termly Daily Weekly	Headteacher RWI Assessor  Assessment data, newsletters, coaching records, observations	Pupils will have better reading skills to enable full curriculum access inline with age related expectations. National PSC will be more inline with National targets.			
3.3	To improve our culture of 'reading for pleasure' and bridging the gaps between Phonics and Fluency	Events to promote reading e.g. Book Fairs, Reading cafe, Mystery readers, parent events, WBD Reading Buddy Scheme in C3 so pupils understand 'how to listen and support reading' Library system implemented to track books (retain assets) as well as analyse information e.g. favourite genres etc English Hub Culture development sessions - action plans for development English Hub Bridging the Gap sessions - action plans for development Reading interventions for struggling KS2 readers to help them 'enjoy' books earlier	JW / FLH / VR KT JW JW / FLH VR VR	Half Termly Autumn Term 2 Spring Term 1 Termly Termly Spring Term 2	Headteacher Orgill English Hub  Newsletter, parent / pupil surveys, pupil voice (Reading Buddy), action plans and intervention records	Pupils will have an improved love of reading and better vocabulary understanding and knowledge of genres and conventions. They will be able to express opinions and ideas about books, authors and develop this within their written work.			
3.4	To develop our English Curriculum with focus on Writing	Embed policy created last year and monitor coverage in autumn term PT1 writing development INSET training and opportunities for cluster development within key stages Develop the use of Friday showcase & Time to Shine for pupil engagement, independence and pride! Moderation in school and externally to ensure effective teaching and standards SATS writing course from last year, used to support success criteria and greater depth understanding Opportunities to share writing with other schools, purpose built in to planning Focus on spelling with Ed Shed baseline assessment and new scheme Handwriting through RWI across the school to support formation and presentation	Jenny Walker (English Lead)	Autumn Term 2 Spring Term 1 Autumn Term 2 Spring Term 2 Summer Term 1 Termly Spring Term 1 Autumn Term 1	Headteacher Curriculum Governor  Book looks, observations, staff discussions, assessment data, Facebook, pupil voice	Pupils will have good understanding of application of English skills be confident and fluent writers. Pupils will be supported to develop areas of weakness and be working at age related expectations or above.			
3.5	To improve the quality, delivery and effectiveness of Science throughout the school.	CD to complete CPD and cascade down to all staff (React Science) Staff to develop topic front sheets, knowledge organisers and vocabulary for pupils Staff to embed the use of concept maps from last year to promote links and retention of key learning CH to support with deep dive questions and delivery of Science as well as book study guidance CH to promote science through themed days, parent sessions and trips / visits through PBP Curriculum development through meaningful assessment beyond Kapow Quizzes To explore progression in scientific skills and introduce discovery dog!	Caitlin Hadfield (Science Lead)	Autumn Term 1 Autumn Term 1 Autumn Term 2 Spring Term 1 Termly Summer Term 1 Summer Term 2	Headteacher Curriculum Governor  Book Looks, assessments, newsletters / fakebooks and CPD records	Science will be delivered in a more effective way and the Kapow scheme more closely adapted to the needs of our school. Pupils will Know more and remember more and have the building blocks for progression in topics.			
3.6	To ensure the effectiveness of the Early Years Curriculum in enabling ALL pupils to gain a good level of development	AB to use the learning from the NPO & Apprenticeship through action plans for activities each half term Embed the support and delivery of 'Maths in Early Years' initiated last year Begin to delivery phonics from the spring term for nursery pupils Continue to improve Writing development using 'move to write' and spring focus for GLD Half termly assessment and targeted support in planning for reading GLD AB to lead training and coaching in 'Staff Interactions' to support pupils learning and provision To improve the use of the Outdoor Provision area and ensure full offer throughout the year	Adelle Buchanan (Early Years Lead)	Half termly Autumn Term 1 Spring Term 1 Autumn Term 2 Half termly Autumn Term 2 Spring Term 2	Headteacher Curriculum Governor  Action plans, improved outcomes in wiring and maths ELG, disadvantaged and SEND pupils making good progress	Our EYFS staff will be confident in supporting pupils to make the best progress and particularly focus on language development (current cohorts). Pupils will achieve a good level of development inline with national expectations and be ready for KS1.			