



School Improvement Plan

2024-2025

Core Priorities

- Quality of Education
- Behaviour & Attitudes
- Personal Development
- Leadership & Management

Quality of Education 2024-2025.



1. To raise the training and staff awareness of reading through the development and introduction of a bespoke phonics scheme to meet the needs of children with a variety of complex learning needs.
2. To ensure that the 3 core focus areas of reading, calculation and printing are developed and monitored across school enabling children across different pathways to access an appropriate variety of learning opportunities to meet their area of need.
3. To enhance pupil achievement and impact through a robust assessment process with regular pupil progress meetings and discussion of targets with individual interventions and strategies used.

Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
<p>Reading: To develop and embed a suitable phonics scheme with enough flexibility to meet the needs of all children (<i>initially the Formal pathway</i>).</p> <p>Autumn</p>	<ul style="list-style-type: none"> • Introduce the focus and make staff aware of the reading/ phonics focus for academic year. • Identify an appropriate systematic, synthetic phonics scheme, which can be adapted. • Apply for bids to different charities to support budget for new texts. • Staff Meeting – training and CPD • Share expectations of reading areas in preparation for the new build to ensure there is access to high quality reading areas. • Discuss /explore different genres of books 	Jess and Cassie English HUB SLT	See action plan	<p>Introduce Autumn 2024</p> <p>Expand to additional classes in Summer 2025</p>	<p>English HUB English Deep Dive - <i>Autumn 1 & Spring 2</i> Pupil Progress Meetings <i>Autumn 2 & Spring 2</i> Monitor phonics teaching across the pathways & school. Progress analysis Staff training and CPD Observations Learning walks – SLT & HUB Environment walks</p>
<p>Reading: To ensure that children continue to develop a love of reading by maintaining purposeful reading provisions in each classroom within the new build.</p> <p>Autumn</p>	<ul style="list-style-type: none"> • Develop engaging and creative teaching opportunities. • Ensure regular opportunities in the timetable for DEAL, Sign and Shine, Phonics, Sensory stories and shared reading. • Ensure consistency across school. • Target areas for development through Learning walk (Autumn 2) • Provision of Library Monitors to ensure areas are well kept and accessible. 			<p>Throughout 2024- 2025</p> <p>Monitor termly</p>	<p>Book & reading rich environment Work & planning scrutiny INSET – sharing vision & outlining reading & phonics focus for year</p>

<p>Maths: To improve outcomes in calculations using concrete, pictorial and abstract calculation strategies.</p> <p>Autumn</p>	<ul style="list-style-type: none"> • Develop and deliver school calculation policy. • Ensure clear calculation expectations and assessment criteria for each pathway. • Improve calculation skills and understanding across the school through staff meetings/ CPD training and pathway workshops. • The policy will provide staff with guidance and the expectations for the teaching of addition, subtraction, multiplication and division for each cohort. • Adapt, develop and build on reworking of the calculation policy to meet the specific needs of pupils; based on philosophy within school, the learning of concepts facts and procedures and evidencing progression. 	<p>Deb & Laura Maths HUB SLT</p>	<p>See action plan</p>	<p>Throughout 2024 -2025</p> <p>Adaptation Spring 2025</p> <p>Observations Spring 2025</p>	<p>Maths HUB Maths Deep Dive - <i>Autumn 1 & Spring 2</i> Pupil Progress Meetings <i>Autumn 2 & Spring 2</i> Progress analysis Staff training and CPD Staff questionnaires Observations Learning walks – SLT & HUB Environment walks Work & planning scrutiny Maths workshops & training INSET – outlining calculation focus for year</p>
<p>Maths: To improve pupil’s progress and raise attainment for 75% of pupils to achieve end of year targets in calculation through practical learning and real life opportunities Pupils within the pre-formal pathway to move up a sub level within Mathematical Development.</p>	<ul style="list-style-type: none"> • Increase staff subject knowledge and understanding to ensure consistency of high quality learning experiences across all learning pathways. • Develop learning opportunities to support the learning of early numeracy skills within the EYFS taking maths planning from Development Matters. • Develop and extend learning strategies teachers use within school to ensure planning and progression are clear with evidence of challenge and impact. 	<p>Richard and Grace Ext.Formal/ Str.Formal & Formal pathway leads</p> <p>Adele – Pre-F pathway lead</p> <p>Cassie – EYFS pathway lead</p>		<p>Pupil progress meeting; Autumn (2) 2024</p> <p>Spring (2) 2025</p>	
<p>Topic: To extend children’s confidence to express their ideas and celebrate their successes within art and design.</p> <p>Autumn</p>	<ul style="list-style-type: none"> • Introduce the focus and make staff aware of the school art & design policy • Develop and embed staff CPD opportunities • Google form: To identify staff training needs. • Continue to update and add detail to the art progression of skills grid. • Increase staff subject knowledge and understanding to ensure consistency of high quality learning experiences. • Training to develop staff knowledge and skills in the teaching of art and design • Plan, organise and evaluate an Art Immersive Learning week. 	<p>Liz Topic Hub</p>	<p>See action plan</p>	<p>Autumn 2024</p> <p>Spring & Summer 2025</p>	<p>Topic HUB Topic Deep Dive – <i>Autumn 1 & Spring 2</i> Staff training and CPD Questionnaires & staff audit Observations Learning walks Environment walks Work & planning scrutiny Apply for the “ArtsMark” award INSET – sharing vision & outlining printing focus for year</p>

<p>Curriculum Leads: To ensure that teaching is consistent and of a high quality across the school during/ after transition to the new build.</p> <p>Autumn</p>	<ul style="list-style-type: none"> • Develop a robust process within all curriculum areas to monitor and evaluate implementation and impact of teaching. • Staff meetings and training opportunities designated for curriculum development & CPD. • All subjects to have an updated policy. • Subject leads to have a clear understanding and awareness of assessment within their curriculum area. • Develop the expertise of SLT to support and evaluate CPD and subject knowledge/ skills for all subjects. Integrate high quality training based on specific area of need which is specific across Pathways. • Curriculum HUBS meet each half term to monitor and develop learning within their subjects. • Curriculum/ subject leads to feedback impact to SLT & GB during deep dives (Autumn & Spring). • Pathway leads to monitor consistency of provision within their cohort. • ECTs to receive an additional training support and SLT ensure RQTs are delivering lessons to high standard; planned monitoring from core subject and pathway leads. 	<p>HUB Leads Pathway Leads SLT Teachers Governors</p>	<p>CPD costs Resources Trips to enhance and embed learning (see individual subject action plans)</p>	<p>Termly 2024-2025</p> <p>Spring 2025</p> <p>Autumn 2024 & Spring 2025</p> <p>Termly monitoring</p>	<p>Deep Dives – termly updates & in depth discussion (SLT & GB) HUB Meetings CPD and training Link Governor (to each subject) Learning walks Observations Staff meetings Questionnaires Inset</p>
<p>To use bespoke training opportunities to strengthen teaching practice to ensure high quality teaching across all subjects, cohorts and pathways. To deliver a consistent curriculum resourced appropriately to meet individual needs. Awareness of pedagogy of learning and the</p>	<ul style="list-style-type: none"> • Training opportunities developed to meet the needs of teachers across school and in particular pathways. • Teachers to develop and create suitable, high quality learning environments. • Develop the curriculum to suit all learners through their education at Lisburne. • SLT to analyse / monitor curriculum needs and highlight areas where additional training and input/ support is required. • Training provided by SLT regarding Rosenshine’s 10 principles of learning to support and embed knowledge. All lessons 	<p>SLT</p>	<p>Cost/ Teaching time</p>	<p>Termly updates Review completed in Summer 2025</p>	<p>Class observations Peer observations Appraisal cycle SLT meetings CPD & focused training meetings/visits Assessment monitoring CPD schedules</p>

embedding of knowledge through training and relevant research.	<p>will include opportunities to revisit and recall prior knowledge.</p> <ul style="list-style-type: none"> Analyse impact of children’s learning based on secure knowledge that is firmly embedded and can be recalled when asked; use of pedagogical approaches used to engage, motivate and challenge learners. Support in place for all new/ inexperienced staff in role. ECTs / RQTs & L6s (SLT) EYPs (CP) HLTAs & TAs (SLT & Pathway Leads) 			Learning reviews with HT/ DHT & GB – Spring 2025	
<p>For EYFS to work alongside the English HUB to implement a new systematic, synthetic Phonics program which is tailored to meet the needs of each individual within the EYFS.</p> <p>Autumn</p>	<ul style="list-style-type: none"> To liaise with the English HUB to identify an appropriate phonics program To work with the English HUB to differentiate the chosen program to ensure it is accessible to all children To begin staff training in the new phonics scheme as one of the ‘trial’ classes To implement the new phonics scheme across Turtle Class 	Cassie Helen	£100	<p>End of Autumn 1</p> <p>End of Spring 2</p> <p>By the end of Summer 2</p>	English HUB and EYFS lead will monitor the effectiveness of the new Phonics program in meeting the needs of a diverse group of EYFS children.
To embed the robust assessment schedule to monitor key curriculum focus areas across the academic year.	<ul style="list-style-type: none"> Development and updated ‘Assessment calendar’ shared with all staff. Progress and development of learning to be continually monitored and evaluated. Assessment of progress for EYFS, pre-formal and formal curriculums monitored by Assessment Coordinator and Pathway Leads. Progress and evidence to be tracked for all children from EYFS to Year 6 Baseline completed for all reception children within 6 weeks of starting school. Pre-formal and formal curriculum subjects to be baselined and inputted on the school-tracking grid; October 2024, March 2025 and June 2025. 	Gil & Adele Cassie Pathway Leads SLT	N/A	June 2025	<p>Staff meetings/Training & CPD</p> <p>Pupil progress meetings</p> <p>Mid and end of year data</p> <p>Progress and targets of cohorts shared termly with GB</p> <p>SLT meetings</p> <p>SISA feedback</p>

*Also see more detail for focus areas for 2024-25 within subject curriculum action plans and the Curriculum Development Overview; English, Maths & Topic.



1. For 85% of children to have attendance over 90% - including those who are pupil premium.
2. To embed and enhance staff's understanding and knowledge around de-escalation strategies to ensure consistent strategies and approaches are being used to support behaviour management.
3. To improve awareness of self-harm across all members of SLT & teachers and TA's in order to support the wellbeing of pupils throughout the transition process to the new build.

Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
<p>For attendance to be above 90% consistently though the school year</p> <p>Autumn</p>	<ul style="list-style-type: none"> • Regular class updates in PP meetings • Weekly safeguarding meetings to consider attendance • Link LA attendance officer to oversee those with attendance lower than 80% • Regular FLC calls to monitor • Letters sent/meetings held where there is consistently low attendance. 	SLT Sam Adele FLCs	-	Feb 2025	GB sub committee HT report Attendance report AR meetings Safeguarding meetings
<p>To enhance staff's understanding of what de-escalation looks like when managing challenging behaviours.</p> <p>Autumn</p>	<ul style="list-style-type: none"> • Member of SLT to attend SECRETS training around emotional regulation and social communication to support challenging behaviour training within school. • Team Teach tutors to attend Team Teach refresher training and updates in the local authority. • At the beginning of each term, deliver training to the whole school around de-escalation strategies to support behaviour. (Crisis v Control) 	Jess J Aimee Anna Jess & Aimee (Behaviour HUB)	£210 Cover in class Team Meeting	Nov 24 Across the academic year. At the beginning of Autumn 1, Spring 1 and Summer 1.	Training to be fed back to SLT. CPOMS to be monitored. Learning walks
<p>To work with pathways to identify any specific behaviours they see regularly to provide bespoke de-escalation training.</p> <p>Autumn</p>	<ul style="list-style-type: none"> • Pathways to fill in questionnaires in relation to challenging behaviours in their classroom prior to each training so training can be tailored. • Behaviour HUB to support in team meetings/pathway meetings around specific challenging behaviours; reflecting on 	Behaviour HUB	Pathway Meetings	Behaviour HUB to work alongside whole school training alternating between terms: Autumn 2, Spring 2, Summer 2.	Questionnaires to be evaluated as part of SLT. Learning walks

	<p>triggers and behaviour management techniques.</p> <ul style="list-style-type: none"> • Pathways/ Teams to use STAR charts designed by behaviour HUB to help identify triggers. • Pathways to be supported in autumn 2, spring 2, summer 2. (Training to be delivered autumn 1, spring 1, summer 1) 				
<p>To develop staff knowledge and understanding of what self-harm looks like and the triggers of self-harm for children at Lisburne School.</p> <p>Autumn</p>	<ul style="list-style-type: none"> • SLT to attend Stockport's safeguarding training. • Teacher Training- 'Spotting the signs and reducing self-harm at Lisburne' • Staff training around self-harming behaviour and triggers. (Stockport self harm training programme) • Train 2 members of the behaviour HUB to become a child's MHFA. • Governor training around what self-harm looks like at Lisburne. • Update behaviour policy to reflect self-harm. 	<p>Lizzie</p> <p>Jess J</p> <p>Behaviour HUB</p> <p>Behaviour HUB</p> <p>Behaviour HUB Jess</p>	<p>Cover in class</p> <p>Team meeting</p> <p>£205/ £410</p> <p>Cover in class</p>	<p>By the end of Autumn 2 self-harm leads will have partaken in training.</p> <p>By the end of Autumn 2</p> <p>By Spring 1</p> <p>Spring 2</p> <p>By the end of Spring 1.</p>	<p>Training to be fed back to SLT.</p> <p>Training to be shared within behaviour HUB/ staff.</p> <p>Governor to provide feedback on training.</p> <p>Updates in behaviour policy.</p>
<p>To monitor the type of self-harm behaviours that occur and draw correlations.</p>	<ul style="list-style-type: none"> • Work with class teachers around case study children who display self-harming behaviours and create an action plan for the year to track support strategies implemented to help teams evaluate and reflect on good behaviour management practice. • Member of behaviour HUB to attend self-harm training within Stockport. • Train 2 members of the behaviour HUB to become a child's MHFA- share information with behaviour HUB • Work with OT in strategies to support self-harm. • Self-harm tag to be added to CPOMS and monitor self harm. 	<p>Behaviour HUB & Identified class teachers</p> <p>Jess and Aimee</p> <p>Behaviour HUB</p>	<p>Cover in class</p> <p>£205/ £410</p>	<p>By the end of Spring 1</p> <p>By the end of Autumn 2</p> <p>By Spring 1</p> <p>On-going</p> <p>Autumn 1</p> <p>By the end of Spring 1</p>	<p>CPOMS to be monitored</p> <p>Safety plans to be collected and evaluated by JJ/ GK (MHFA)</p> <p>Feedback to head teacher</p> <p>Case studies to be monitored by behaviour HUB/ lead.</p>

	<ul style="list-style-type: none"> Safety plans to be designed and followed for certain children alongside case study. 	Jess Behaviour HUB/ pathway leads.			
To design and implement ' safety plans ' to support children demonstrating challenging behaviour (not in crisis) Autumn	<ul style="list-style-type: none"> Design plans based on Seashell risk assessment and Self Harm action plan from LA. Introduce safety plans to teachers through Professional Development Meetings. Monitor and moderate safety plans across the school. 	Jess and Aimee Jess and Aimee Jess and Aimee		Autumn 2 Spring 1 Summer 1	Behaviour hub to monitor Head teacher to approve safety plans
To work closely with the behaviour HUB to ensure Communication Plans and Positive Handling Plans are consistently written and implemented effectively throughout the EYFS	<ul style="list-style-type: none"> A member of the EYFS team to join the Behaviour HUB Staff training for Team Teach with a focus on de-escalation Staff training on how to write a Communication Plan Communication plans to be shared with parents Regular opportunities to revisit and reassess the effectiveness of the plans in place as a full staff team Peer mentoring provided for those staff identified as needing additional support with behaviour management strategies 	Cassie Pheiffer Rachel Knowles		By end of Autumn 1 Initial plans to be written by the end of Autumn 2 By the end of Autumn 2, By the end of Spring 1,	Plans to be shared with all team members Plans to be submitted to the behaviour HUB for monitoring Behaviour HUB member, Class teacher and scale 6 to monitor provision within class
To consider the layout of rooms and safe spaces in the new build to support children feeling safe to	<ul style="list-style-type: none"> Work with therapists on how certain spaces can support children and regulation. Provide children with transition pack (booklet) and visits to the new build on preparation for the move. 	Pathway leads/ class teachers	None	Autumn 1 & 2 By the end of Autumn 1	SLT to monitor provisions Behaviour HUB to monitor with pathway leads.

<p>de-escalate potential behaviours.</p>		<p>Individual classes/ Alan</p>			
<p>To enhance staff's knowledge and understanding on racial behaviours to reduce the amount of race incidents across school.</p> <p>Autumn</p>	<ul style="list-style-type: none"> • SLT to attend Stockport's racism training. • Whole school staff training- Invite antiracism support group into school. • Pathways to follow up training through discussions of how this could look within their pathway and signs to look out for. 	<p>Grace/ Jess</p> <p>Pathway leads</p>	<p>Cover in class Team meeting</p> <p>Pathway meetings</p>	<p>By the end of Spring 1.</p> <p>By the end of Spring 1.</p> <p>Spring 1, Summer 1-.</p>	<p>CPOMS to be monitored by behaviour lead.</p> <p>Training to be monitored and discussed between SLT.</p>



Personal Development 2024-2025.



1. To establish a robust transition package to support the mental health and wellbeing of all pupils in preparation for moving, settling and establishing ourselves in the new build.
2. To enhance pupil confidence & wellbeing when establishing different school routines within the new building so that pupils are increasingly ready to learn within the new environments.
3. To improve staff skills, knowledge and understanding of the 9 protected characteristics, SMSC and PCRE (Personal Care and Relationships Education) to ensure consistent teaching of our already established outstanding curriculum.

Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
<p>To develop staff knowledge and understanding of the race aspect of the 9 protected characteristics in order to reduce race incidents within school.</p> <p>Autumn</p>	<ul style="list-style-type: none"> • Use Ethnic diversity service to audit current provision. • SLT to attend Stockport's racism training. • Whole school staff training- Ethnic diversity service to lead. • Send out racism leaflet to all staff. • PSHE Day to center around race. • Governor training- How do Lisburne prioritize racism? • Enhance resources across school (dolls, pencils, books) to promote race. 	<p>Lizzie/Grace</p> <p>Lizzie/Grace</p> <p>External</p> <p>Grace</p> <p>Grace</p> <p>Lizzie/Grace</p> <p>Grace</p> <p>Karen</p>	<p>None</p> <p>Cost of external provider</p> <p>£3 per child</p> <p>PSHE day.</p> <p>£500</p>	<p>By the end of Autumn 1</p> <p>By the end of Spring 1, SLT</p> <p>By the end of Spring 1, racism leaflet will be sent out to staff.</p> <p>By the end of Spring 2</p> <p>By the end of Summer 1,</p> <p>By the end of Spring 1,</p>	<p>Feedback to Headteacher.</p> <p>SLT to monitor racist incidents on CPOMS.</p> <p>Governor feedback from training</p>
<p>To develop consistency of the delivery of PCRE across the KS2 curriculum so that pupil outcomes are improved.</p> <p>Autumn</p>	<ul style="list-style-type: none"> • Teacher training- PCRE curriculum progression throughout KS2 • Year 4-6 teacher discussion group. • Paired teacher planning sessions. • Focus children- SIG to monitor through learning journeys. 	<p>Grace/Aimee</p> <p>Grace/Aimee</p> <p>To be confirmed</p> <p>Karen</p>	<p>None</p>	<p>By the end of Spring 2,</p> <p>By the end of Spring 2</p> <p>By the end of Spring 2,</p>	<p>Confidence questionnaires.</p> <p>PSHE SIG to partake in planning scrutiny</p> <p>Learning walk.</p> <p>PSHE book look.</p>

<p>To raise the profile of the British Values for pupils and staff across all pathways within school, supporting pupils to show exemplary behaviors and use their pupil voice linked to these areas.</p> <p>Autumn</p>	<ul style="list-style-type: none"> Teacher training- The British Values. Pathway meeting-Each pathway to focus on a different British value across the year Wellness assemblies to include British values integrated into them. Good work assembly to include examples of British Values. Pupil voice- Pathways to include British Values within meetings. British Value pathway mixing mornings once a half term. 	<p>Grace Pathway leads</p> <p>Pathway leads</p> <p>Alan</p> <p>Pathway leads</p> <p>Grace to organise/ Teachers to collaborate.</p>	<p>None</p>	<p>Update to staff on the British Values.</p> <p>Update assemblies to have a higher profile of British Values.</p> <p>Pathway mixings will take place.</p>	<p>Evaluation of teacher subject knowledge within staff training.</p> <p>Head teachers report.</p> <p>SLT to partake in wellness assemblies.</p> <p>Pupil feedback- School council/Lisburne Leadership team.</p> <p>Pathway leads to share examples of how British Values have been included into Assemblies/pupil voice- share with SLT.</p>
<p>To establish a strong transition package for the children through the development of bespoke transition packages for all, improving pupil wellbeing.</p> <p>Autumn</p>	<ul style="list-style-type: none"> Meet with parent steering group- what resources do parents want? Work with therapists to create bespoke resources. Outline section on website for parents to gather resources. Provide all children with transition booklets/visuals. (FLC involvement if needed) School council/Lisburne Leadership team to actively make video tour the new build. Children to feedback to governors during govenors meeting. Arrange site visiting opportunities. 	<p>Chloe/Grace/Lizzie</p> <p>Grace/Chloe</p> <p>Cassie/Alan</p> <p>Alan / Karen</p> <p>Grace Grace</p> <p>Chloe/ Grace / Karen</p>	<p>General resources £300</p>	<p>By the end of Autumn 1</p> <p>By the end of Autumn 1,</p> <p>By the end of Autumn 1</p>	<p>Gather feedback during parent steering group.</p> <p>Discuss resources with SLT (Transition groups)</p> <p>Monitor website usage.</p> <p>Gather feedback on DOJO and Tapestry e.g. What resources do they find useful?</p>
<p>To improve awareness of self-harm across all members of staff, in order to support the wellbeing of pupils throughout the transition process through reduced self-harm incidents.</p>	<ul style="list-style-type: none"> Train members of staff to lead on Self Harm (attend Stockport's training). Teacher Training- 'Spotting the signs and reducing self-harm at Lisburne' Pathway training- Self harm case studies & safety plans. CPOMS to be updated to include self-harm. Update behaviour policies. Link with the Behaviour HUB 	<p>Grace/Jess</p> <p>Grace/Jess</p> <p>Pathway leads</p> <p>Grace/Jess</p>	<p>Cost of training (£300)</p>	<p>By the end of Autumn 2,</p> <p>By the end of Autumn 2</p> <p>By the end of Spring one,</p> <p>By the end of Autumn 2, Spring 2,</p>	<p>Trained staff to feedback to SLT.</p> <p>CPOMS to be monitored.</p> <p>Safety plans to be collected and evaluated with MHWB lead (GK) and Behavior lead (JJ)</p> <p>Governors to evaluate updated policy.</p>

Autumn	<ul style="list-style-type: none"> FLC involvement 	Jess Karen			Feedback to Head teacher.
To develop the 'Afterschool club Offer', establishing new opportunities for independence & routines.	<ul style="list-style-type: none"> Review provision ahead of new build. Work with external parties (Dance, PE, Music, Forest School) to establish new offer. Gather feedback from Parents and Carers through questionnaire. Timetable for play scheme to be established on a termly basis. 	Richard Richard Richard	Payment of overtime for staff involving in afterschool club.	By the end of Spring 1 By Spring 1, By the end of Spring 1	SLT to monitor current provision. Create offer and share with Head teacher and Governors. Questionnaire to be evaluated as part of SLT.
To improve 'Breakfast Offer' to ensure all children are ready to learn in line with school timing changes.	<ul style="list-style-type: none"> Pathway leads to meet with teams to establish how this will look across the pathway. Gather feedback from Parents and Carers through questionnaire. 	Pathway leads Richard	Pathways £50 per term	By Spring 1 By the end of Spring 1	Create offer and share with Head teacher and Governors. Questionnaire to be evaluated as part of SLT.
To use pupil voice opportunities to support the establishment of new routines, supporting confidence and improving behavior.	<ul style="list-style-type: none"> Pathways- Pupil Voice opportunities to center around new environments & how these should be used. Good work assemblies- focus on new environments across school to raise the profile of these. 	Grace/Sam Alan	None	By the end of Summer 1 By the end of Summer term	Pathway leads to feedback to SLT Head teacher to partake in a pathway meeting for each group across a term. Behavior lead to monitor incidents involving issues relating to new build.
To establish a strong transition package for the children as they come in to the EYFS in September and transition to the new build in October, through the development of bespoke	<ul style="list-style-type: none"> To work closely with parents on the initial transition in to Lisburne Provide a bespoke program of transition for each child as they join the school Work with therapists to create bespoke resources. Provide all children with transition support. 	Cassie Pheiffer Rachel Knowles Linzi Hyde Becki O'Neil Dionne Goulden	General resources £50	By the end of September By the end of Autumn 1, By the end of Autumn 1	Discuss resources with SLT (Transition groups) Gather feedback on DOJO e.g. What resources do they find useful?

transition packages for all, improving pupil wellbeing. Autumn		Mel Walsh Helen Frost			
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Also see PSHE Action Plan

Leadership & Management 2024-25.



1. For the Headteacher to continue to provide strategic leadership as the school amalgamates and settles in the new build.
2. To provide strong, cohesive and effective leadership at all levels, providing staff with the training necessary to improve their own practice and teach more effectively therefore improving outcomes for all pupils.
3. To develop the curriculum in line with the updated framework to raise attainment for all children.

Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
<p>For safeguarding arrangements to be fully compliant and that all staff are aware of their role and vigilant to risks.</p> <p>Autumn</p>	<ul style="list-style-type: none"> • Complete audit and create action plan • LA to deliver Annual safeguarding training • Ensure consistent induction training for new staff, students and volunteers. • Termly safeguarding training updates • Review suite of policies and update accordingly (e.g. KCSIE 2024). • Pathway leads to take on monitoring their pathway for CPOMS. • Rolling programme of DSL training to continue • SLT to attend termly safeguarding networks • Continue to work with colleagues from Safeguarding Partnership 	<p>SLT Sam Gill Lizzie Adele</p>	<p>£1200</p>	<p>September 2024</p> <p>December 2024</p>	<p>SLT Meetings</p> <p>Weekly Safeguarding Supervision</p> <p>Monitoring & Analysis of CPOMS</p> <p>Regular agenda items on staff & team meetings</p> <p>Induction training evidence</p>
<p>For the Headteacher to oversee the amalgamation of Lisburne – embedding the three sites together.</p>	<ul style="list-style-type: none"> • All sites to come together. • Successful consultation to see school times changed. • Sites all together in the new school site. • Regular SLT meetings. • (additional action plan for timescales for moving etc) • Staff to implement class action plans in preparation for the school move. • Logistical moving meeting to take place and information disseminated to all relevant staff. • Immersive dance studio planning and design to be carried out and further discussion with RLB/ SMBC. 	<p>SLT GB</p>	<p>In the budget</p> <p>£900</p>	<p>Feb 2025</p>	<p>Ongoing review by the LA & SLT.</p> <p>Meetings/emails held with LA & SLT – continuous discussions held throughout the year.</p> <p>GB meeting minutes.</p>

<p>To work collaboratively with our strategic partners to now build capacity for the whole school moving in to & settling in a trust.</p>	<ul style="list-style-type: none"> • Attend meetings with stakeholders and other HTs • Liaise with stakeholders • Formal consultation to go out. • Closing of school to allow for the planned move. • HT meetings. • Develop Trust Structure. • Plan to convert in Autumn 2024. • Develop new action plan through the year to coincide with trust development of Four Rivers. • Develop the 'Offer' from Lisburne encompassing culture, training, outreach and the curriculum. • manage our finances and resources efficiently to secure and sustain the best provision and opportunities for the future 	Sam GB	Initial funding covered by DfE	Jan 2025	Regular meetings with Regional School Director Ongoing review with four HTs & GBs. EPM involvement
<p>For the Headteacher and SLT to develop the strong relationships and shared values in the Four Rivers Trust</p> <p>Autumn</p>	<ul style="list-style-type: none"> • HTs regular meetings with CEO • Monthly SLT together • Regular communication between sites • Opportunities for learning walks at other sites • Effective communication and stakeholder engagement allows all parties to be valued members of the Trust • Additional action plan as part of the Four Rivers 	SLT HT		June 2025	Communication GB meetings HT report
<p>Governors to work with the SLT to set long term goals for the school approving the SIP for the academic year and ensuring their training is up to date.</p> <p>Autumn</p>	<ul style="list-style-type: none"> • Governors are clear about their roles and responsibilities - website update accordingly • After January 2025, invited in to Governor training Days. • Governors to meet curriculum leads • GB to attend local training relevant to their role 	SLT Sam	-	By April 2025	GB Meeting Minutes Email and communication Subcommittee attendance
<p>To now embed middle (pathway leads) leadership to build capacity and sustainability at all levels.</p>	<ul style="list-style-type: none"> • Training through NPQs • Develop a monitoring timetable • Wider opportunities through the trust • Development of roles including pathway leaders • Regular SLT meetings to upskill senior and middle leaders. 	Sam Gill Adele Lizzie	NPQ costs. Time out of class.	By Feb 2025	Ongoing review by the SLT. Meetings/emails held with SLT – continuous discussions held throughout the year.

<p>To enhance staffs knowledge and confidence when supporting children to desensitise across the food groups.</p> <p>Autumn</p>	<ul style="list-style-type: none"> Plan and implement termly staff meetings to support CPD Termly food strategy meetings to identify heightened need in classes and across the school community CW KW GL LH CP to attend further ARFID / food play training Termly pathway meetings to disseminate training and provide purposeful CPD Develop robust links with wider professionals including school nursing team Establish an appropriate referral system both in school and externally 	SLT Sam Chloe Karen	Meeting ime	June 2025	<p>Updates from health professionals</p> <p>Parental feedback</p> <p>Pupil progress minutes</p> <p>Strategy meeting minutes</p>
<p>To develop teachers' subject leadership skills to enable them to effectively lead their subject(s) for English, Maths & Topic.</p>	<ul style="list-style-type: none"> Subject leadership time given to core subjects. Pathway leads will run weekly staff meetings for their phase to monitor teaching, assessment and learning in their phase. 	SLT	Subjec t leaders hip time	By May 2025	<p>Monthly updates to SLT</p> <p>GB</p> <p>SMS</p> <p>HT report</p> <p>Appraisals</p>
<p>To ensure all teaching staff that are recently qualified teach to a consistently 'good' standard.</p>	<ul style="list-style-type: none"> Regularly monitor RQTs and Scale 6s by pathway lead and SLT Train RQTs in areas 'to develop' linked to their report. Ensure staff are supported in pathway meetings. 'Buddy' for newer teachers. 	Gill Adele Pathw ays leads	Time out of class	By July 2025	<p>Monthly updates to SLT</p> <p>HT report</p> <p>Appraisals</p> <p>Monthly meetings.</p>
<p>To implement the programme of training in EYFS for EYPs to ensure current and effective practice.</p> <p>Autumn</p>	<ul style="list-style-type: none"> Key training needs to be identified Bespoke package of training to be created with a termly focus Training to be implemented by in-house staff and supported where appropriate by outside agencies 	Cassie	£500	Autumn 1 training needs Summer 2	<p>EYPs will be asked to input in to the training program</p> <p>Progress will be evaluated through the appraisal process</p> <p>EYPs will be asked for feedback at the end of the year</p>

To update the school website with trust information, new school information and any other information relating.	<ul style="list-style-type: none"> Website to highlight the one school building from Autumn Therapy Staff and Trust updates to be updated Regular updates from leads/SLT 	Cassie Alan SLT	Time	December 2024	Website updates QA visits HT report GB.
To develop sustainable and effective provision in order to meet needs as outlined in EHCPs.	<ul style="list-style-type: none"> Introduction of new school based 'Communication leads' to train staff regarding suitable strategies within pathways (universal approach). Develop use of SALT & OT training and CPD knowledge through school, monitoring appropriate input and evaluating impact Therapy links in all classes/pathways. OT Training package for staff to build understanding and sustainability of provision– Sensory, Social and Motor Skills – OT leads within school to be developed in Spring/ Summer 2025 Develop the training provision from the Hearing and Vision Impairment Service (formally SSS) & School Physio (KB) FLC team/staff to support families with therapy needs and share programmes/ information 	SLT Gill Karen	Pupil Premiu m Fundin g SALT/ OT Costs Teachi ng Time	SALT Training Package: September 2024 – July 2025	SLT Meetings Termly therapy update Staff/Team meetings In-house training -1/2 termly Observations (Communication leads) Pupil Progress Meetings Case studies
To embed staff knowledge of effective communication strategies. Autumn	<ul style="list-style-type: none"> Provide training tools to raise attainment and access to communication interventions for all pupils. Develop staff knowledge of accessible communication strategies with a focus on developing "Communication Leads" as a sustainable link between SALT services and school. Effective implementation and use of educational strategies and interventions. Ensure the total communication approach is consistently applied and high quality resources available.(Elklan approach) Communication lead training opportunities Training through Speechwise Hub (GoogleDrive) and ELKLAN resources. 	Gill SALT SLT	SALT and SLT initiativ e	Initial input Autumn 2024	Communication Leads Pathway training SALT interventions English HUB Pupil Progress Meetings – progress Analysis Staff training and CPD Observations Learning walks Environment walks Work & planning scrutiny