



Our Lady of Lourdes Catholic Primary School

SCHOOL IMPROVEMENT PLAN (SIP)

Headteacher	Mrs Elizabeth Kendall
Deputy Headteacher	Mrs Alison Townley
Chair of Governors	Mr Edward Hart
Date of completion	October 2023

The Catholic Life & Mission, RE and Collective Worship: To ensure that our children recognise how their actions affect our common home and those who live in it. (Catholic Life and Mission) To ensure that children's outcomes in RE are at age related expectations. (Religious Education) To ensure that children are given opportunities for reflection and prayer. (Collective Worship)				
What do we want to achieve? (Intent)		How will we achieve this? (Implementation)	Monitoring (What and by whom)	What is the result? (Impact)
1	<u>The Catholic Life & Mission of School</u> To ensure that children recognise their role in taking care of our "common home" responding to Catholic Social Teaching.	Staff and children to become more familiar with what is meant by Catholic Social Teaching Apply and commit to the "Live Simply Award" that focuses on local, national and global needs. Re-establish links with CAFOD and our local community	SLT to monitor	The children recognise their place in the world and that they have a responsibility to take care of it. They recognise that this can be done in a school, local community and global community. We have an established CAFOD club who has supported the work required for the Live Simply Award.
2	<u>Religious Education</u> Implement the new RED age-related standards ensuring that lessons show clear adaptations for support and challenge.	Staff to access diocesan training for the new RED Planning shows clear adaptations for children who require support or challenge Staff identify standards on their plans and activities are accurately matched to the learning objective Collect data at the end of each term and analyse this	Subject Leader to carry out work scrutiny regularly to ensure that standards are being met and the scheme has clarity Subject Leader to ensure that planning is clear and focused and consistent across school.	The new RED will be implemented in the year groups that have been focused on. Plans in place for the next roll out of the RED. Staff's subject knowledge has improved.
3	<u>Collective Worship:</u> To revisit and review Prayer and Liturgy policy and our Prayer and Liturgy progression document so that we can provide children with meaningful opportunities for prayer.	Update Collective Worship policy to reflect "Prayer & Liturgy" Ensure all staff are familiar with and using the Prayer & liturgy progression document. Discuss with staff the vocabulary of prayer and make this relevant to the age of the children that we teach. Children to be aware of the liturgical seasons and how it influences the prayer life of school. To develop areas around school that are more conducive to reflection and prayer.	SLT to monitor the provision for Prayer and Liturgy. Staff to monitor the children's use of religious vocabulary.	Staff and children are confident in the use of the progression document and children are being given age appropriate experiences of worship. Children recognise how Prayer and Liturgy is seen in what we do and what we say. Children are able to talk about and show some understanding of the liturgical year. There are more areas in school that are explicitly used for prayer.

Catholic Life & Mission, RE and Collective Worship Milestones

	September 2023 Baseline	Autumn Term	Spring Term	Summer Term
1	Following the retirement and promotion of our last Parish Priests we will be looking at how to continue to build links with our local churches. We have had a School Council in the past but, this has not been utilised well and so establishing a new group is important for school.	<p>Set up a CAFOD Club (linking to RRSA and Artsmark) to support the work that children are doing around Catholic Social Teaching.</p> <p>Support for Charites this term – Macmillan, CAFOD (Family Fast/Harvest), Local Hospice (Elf Run)</p>	Support for Charites this term – Macmillan, CAFOD (Lent)	<p>The “Live Simply” award to be completed and submitted this term.</p> <p>Support for Charites this term –</p>
2	There was a significant amount of work done around standards in RE during the Summer Term. New clearer plans were implemented and these were monitored by the Subject Leader. Staff concentrated on ensuring that learning objectives were clear and that tasks were appropriate to meet expected levels. The new Vine & Branches have been purchased to support the planning for Year 1 and Year 3.	<p>Staff to attend training for the different year groups with the new RED.</p> <p>Staff to attend local clusters.</p> <p>Subject Leader to attend training that focuses on subject knowledge and to lead staff meetings to ensure that staff recognise this.</p> <p>The first two units of work are to be completed and work looked at by staff to moderate assessments.</p> <p>Report to Governing Body about the new planning and work</p>	<p>Further diocesan training to be completed by staff and attendance at clusters.</p> <p>Next units of work to be completed.</p> <p>Report to Governing Body about the new planning and work</p>	<p>Review of the year and the scheme that has been used.</p> <p>Report to Governing Body about the new planning and work.</p>
3	Staff recognise how Prayer and Liturgy can be used throughout school. There is some confidence but the staff need to be guided so that they can support the children well.	<p>Ensure that staff are following the progression document and that are children are beginning to plan appropriate acts of worship.</p> <p>Specific events this term – Little Way Week, One Million Children Praying the Rosary, Remembrance, Christ the King, Advent, Christmas</p>	<p>Prayer areas are in place and being used by the children to show different forms of prayer.</p> <p>Specific events this term – Corporal Works of Mercy, Mother's Day, Crosses Around the World, Feast of Our Lady of Lourdes, Lent, Easter</p>	<p>Staff are confident in how they deliver acts of worship.</p> <p>Children are planning their own worship in an age-appropriate way.</p> <p>Specific events this term – May the month of Mary, Holy Communion (Corpus Christi)</p>

Quality of Education: To ensure learning journeys consider where children are in their learning so that all children make good progress from their starting points.

PUPIL OUTCOMES (22/23)

EYFS	Year 1 Phonics & Year 2 Retakes	Key Stage 1																																																																																																																													
<p>25% achieved a GLD in 2023 (compared to 60% in 2022) <i>There were 4 children in this cohort.</i> 65% Lancashire Average GLD 67% National Average GLD.</p> <p>Focus for 2023-24</p> <ul style="list-style-type: none">Improve Literacy in all aspects – Reading, Writing and Comprehension. (50% 2023)Improve Speaking and Listening (50% 2023)Boys perform less well than girls in most areas except for Fine and Gross Motor Skills.	<p>60% working at the correct standard in Year 1 (50% in 2022) This is below the LA (77%) and the NA (79%)</p> <p>88% working at the correct standard in retakes in year 2 (25% in 2022) This was above the LA (58%) and NA (59%)</p> <p>Focus for 2023-24</p> <ul style="list-style-type: none">Continue to embed 'Red Rose Phonics from Nursery through to Year 2' as it has had a positive impact on pupil's attainment this year in phonics and early reading.In the Year 1 Phonics Boys performed less well than Girls and this has been the case for the last two years.	<table><tr><th>KS1 data (2022/23)</th><th>School</th><th>LA</th><th>NA</th></tr><tr><td>% expected standard in reading</td><td>75%</td><td>67%</td><td>68%</td></tr><tr><td>% expected standard in writing</td><td>38%</td><td>60%</td><td>60%</td></tr><tr><td>% expected standard in maths</td><td>75%</td><td>70%</td><td>70%</td></tr><tr><td>% expected standard in RWM</td><td>38%</td><td>55%</td><td>56%</td></tr><tr><td>% greater depth in reading</td><td>19%</td><td>17%</td><td>18%</td></tr><tr><td>% greater depth in writing</td><td>0%</td><td>8%</td><td>8%</td></tr><tr><td>% greater depth in maths</td><td>6%</td><td>15%</td><td>16%</td></tr><tr><td>% greater depth in RWM</td><td>0%</td><td>5%</td><td>6%</td></tr></table> <p>More than 10% above Within 10% More than 10% below</p> <p>Focus for 2023-24</p> <ul style="list-style-type: none">To improve the teaching and provision in writing.To improve the % of children attaining GDS in MathsBoys perform less well than the Girls in all areas with significant difference in Reading and Maths.Data for the previous 2 years show that there was a "significant dip" last year and there have been some improvement in Reading and Maths. <p>Writing continues to be a concern.</p>	KS1 data (2022/23)	School	LA	NA	% expected standard in reading	75%	67%	68%	% expected standard in writing	38%	60%	60%	% expected standard in maths	75%	70%	70%	% expected standard in RWM	38%	55%	56%	% greater depth in reading	19%	17%	18%	% greater depth in writing	0%	8%	8%	% greater depth in maths	6%	15%	16%	% greater depth in RWM	0%	5%	6%																																																																																									
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		<ul style="list-style-type: none">○ To improve the percentage of children at the expected standard and GDS in Reading to reflect the LA (72%) and NA (73%)○ Boys reading was significantly below the Girls with none of them reaching the expected standard (3 boys SEND/PP)○ In Reading & Writing there was no significant difference in progress with Disadvantaged and Not Disadvantaged. However, in Maths there was a significant difference where they made better progress than Not Disadvantaged.	Focus for 2023-24 <ul style="list-style-type: none">○ To improve the percentage of children achieving the expected standard in all areas.○ Ambitious targets to be set termly for each cohort.○ Clear Action Plans for Writing (including Grammar) and Maths to consider the best way of improving standards.																																																																																	
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1	To improve the teaching of and provision for children across the school in maths and writing.	<p>Great Teaching to continue to be embedded taking into consideration the "5 a day" principle.</p> <p>Staff CPD to focus on clear learning objectives, tasks and feedback.</p> <p>Effective feedback to be used to support children's next steps in learning.</p> <p>English and maths to lead staff training, monitoring and lead pupil progress meetings.</p> <p>English and maths leads to support planning and observe lessons to develop the teaching of maths and writing across the school. Consider "gaps" in the basics – spellings, number work and build this into prior learning.</p> <p>Pupil conferencing to gain pupil voice about level of challenge in line with the TA support available at the time.</p> <p>Maths and English leads work alongside class teachers to address progress and gaps in learning.</p> <p>Staff to take part in the Formative Assessment project.</p>	<p>SLT to observe practice with a clear focus on the "5 a day principle".</p> <p>Feedback is meaningful, manageable and shows that children's learning is progressing.</p> <p>SLT (Senior Leadership Team) to monitor subject leader action plans</p> <p>English and maths leaders to complete book looks, lesson observations, pupil conferencing</p> <p>English and maths leaders to report to staff and governors</p> <p>Pupil Progress meetings</p> <p>Pupil voice – use of questionnaire as well as through the council.</p>	<p>Improved number of pupils working at the expected level in maths and writing across the school. These are ambitious targets based on SEND needs in all cohorts.</p> <table><tr><th colspan="5">Children Working at Expected + in Maths</th></tr><tr><th>Year</th><th>Sept 2023</th><th>Autumn</th><th>Spring</th><th>Summer</th></tr><tr><td>1</td><td>75%</td><td>75%</td><td></td><td></td></tr><tr><td>2</td><td>60%</td><td>60%</td><td></td><td></td></tr><tr><td>3</td><td>69%</td><td>75%</td><td></td><td></td></tr><tr><td>4</td><td>33%</td><td>50%</td><td></td><td></td></tr><tr><td>5</td><td>38%</td><td>54%</td><td></td><td></td></tr><tr><td>6</td><td>60%</td><td>80%</td><td></td><td></td></tr></table> <table><tr><th colspan="5">Children Working at Expected + in Writing</th></tr><tr><th>Year</th><th>Sept 2023</th><th>Autumn</th><th>Spring</th><th>Summer</th></tr><tr><td>1</td><td>50%</td><td>50%</td><td></td><td></td></tr><tr><td>2</td><td>50%</td><td>60%</td><td></td><td></td></tr><tr><td>3</td><td>44%</td><td>60%</td><td></td><td></td></tr><tr><td>4</td><td>33%</td><td>33%</td><td></td><td></td></tr><tr><td>5</td><td>36%</td><td>55%</td><td></td><td></td></tr><tr><td>6</td><td>40%</td><td>60%</td><td></td><td></td></tr></table>	Children Working at Expected + in Maths					Year	Sept 2023	Autumn	Spring	Summer	1	75%	75%			2	60%	60%			3	69%	75%			4	33%	50%			5	38%	54%			6	60%	80%			Children Working at Expected + in Writing					Year	Sept 2023	Autumn	Spring	Summer	1	50%	50%			2	50%	60%			3	44%	60%			4	33%	33%			5	36%	55%			6	40%	60%		
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2	Subject leaders develop assessment for their curriculum subject to support the quality of	<p>Subject leaders identify what is to be assessed and when it is assessed across the year. Staff to trial assessment systems.</p>	<p>SLT to monitor</p> <p>Governor's Curriculum Committee</p>	<p>Subject leaders will have an accurate picture of standards across the school and will be able to identify and target areas for improvement. They use this</p>																																																																																

	how their subject is taught across the school.	<p>Subject leaders to complete audits and evaluate subject areas.</p> <p>Subject leaders to ensure that action plans are clearly focused with measurable targets for the year.</p>		information to adapt our curriculum where required.
3	To ensure that Pupil Progress and SEND pupils make good progress.	<p>All teachers to use the iTrack tracker/PIVATs for pupils with SEND to assess where they are currently working at. Work should then be targeted at this level.</p> <p>SENDCo will track and record small steps progress termly and review progress of individual pupils with SEND.</p>	SENDCo will track and record small steps progress termly and review progress of individual pupils with SEND.	<p>SEND and Pupil Premium children are making more than expected progress and they are closing the gap to their peers.</p> <p>There is an accurate assessment of SEND pupils across the school. Teachers can identify next steps for pupils and provide targeted support on focused small steps. Pupils are making an average of 3 steps in all subjects by the end of Term 3.</p>
4	Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.	Subject Leaders ensure that all curriculum units are in place and being followed to ensure that there is coverage throughout the school.	<p>SLT to monitor</p> <p>Governor's Curriculum Committee</p>	<p>The curriculum is well sequenced and taught so pupils develop detailed knowledge and skills across the curriculum.</p> <p>As a result, they achieve well = 75% working at age related expectations.</p>
5	To broaden 'cultural capital' to encompass more cultures in our curriculum.	<p>Celebrate Key Events throughout the year – Praying the Rosary, Little Way week, Travelling Nativity, Book week, Anti-Bullying week etc</p> <p>Invite CAFOD to complete workshops for the children (Refugees, Water week etc)</p> <p>Audit texts used in learning experiences to ensure pupils are exposed to authors from different ethnical backgrounds to the children</p> <p>More opportunities to broaden pupil's 'cultural capital' has been planned into the curriculum for 2023/24. Consider the creation of a "50 things to do before you leave Our Lady of Lourdes".</p>	<p>Staff to liaise with CAFOD about Refugee workshop</p> <p>All subject leaders to audit and review the curriculum used and the learning Experiences that are offered.</p>	Pupils have a wide range of experiences which they would not have had without going to our school. There should be at least 3 per year.

Quality of Education Milestones

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2			Non-Core standards are recorded termly or annually but this is not consistently being carried out. Floorbooks are kept to show learning journey in that subject area.			Subject leaders will investigate and begin to implement an assessment approach for their subject and share how this will work with the rest of the staff. Floorbooks to be monitored by subject leaders to ensure that show the learning journey for that term with some suggestions for moving forward.			Subject leaders will be able to triangulate standards in their subject from classroom observation, book looks and recorded data from data collections.			Subject leaders will have an accurate picture of standards across the school and will be able to identify and target areas for improvement. They use this information to adapt our curriculum where required for the next academic year.																																																																																				
3			SEND tracking is not effective currently. Some adaptations made but, this is not consistently recorded.			Pupil Premium and SEND children have their work adapted/scaffolded to support their learning. Pupils are making an average of 1 step in all subjects by the end the Autumn Term.			Pupil Premium and SEND children have their work adapted/scaffolded to support their learning. Pupils are making an average of 1 step in all subjects by the end the Spring Term.			SEND and Pupil premium children are making more than expected progress and they are closing the gap to their peers. There is an accurate assessment of SEND children across the school. Teachers can identify next steps for children and provide targeted support on focused small steps. Pupils are making an average of 3 steps in all subjects by the end of Summer Term.																																																																																				
4			The curriculum has been created with detailed knowledge and skills for 23/24			The curriculum is sequenced and taught so pupils develop detailed knowledge and skills across the curriculum. As a result, they achieve well = 60% working at age related Expectations.			The curriculum is sequenced and taught so pupils develop detailed knowledge and skills across the curriculum. As a result, they achieve well = 65% working at age related Expectations.			The curriculum is sequenced and taught so pupils develop detailed knowledge and skills across the curriculum. As a result, they achieve well = 70% working at age related Expectations.																																																																																				
5			The cultural make up of school has changed over the last few months. % Ethnic Minority % English as an Additional Language			Every year group has at least 1 'cultural capital 'experience planned for the year.			Every year group has at least 1 'cultural capital 'experience planned for the year.			Pupils have a wide range of experiences which they would not have had without going to our school. There should be at least 3 per year. Pupils have been exposed to a variety of different role models, sportsmen, artists, musicians and authors who are not white British.																																																																																				

Behaviour & Attitudes: To ensure children consistently have highly positive attitudes and commitment to their education; they demonstrate the school Gospel Values.				
What do we want to achieve? (Intent)		How will we achieve this? (Implementation)	Monitoring (What and by whom)	What is the result? (Impact)
1	To ensure pupils have high aspirations and motivation to challenge themselves.	<p>School assemblies will focus on the our Gospel values and consider other values like resilience, independence, creativity.</p> <p>Gospel values to be displayed in every classroom and in corridors.</p> <p>Completion of a Pupil Survey</p> <p>Staff to attend CPD around routines and behaviours for learning with Jason Bangbala.</p>	<p>All staff to consider the conduct and learning behaviour of the children</p> <p>Pupil voice / pupil survey</p> <p>Parental survey</p>	<p>Children will feel challenged and persevere with tasks.</p> <p>Children know what they need to do to improve: they show high levels of engagement in assessing and improving their own learning.</p> <p>All children are challenged to improve.</p> <p>Teachers will provide opportunities for children to be challenged when required in lessons through effective use of AfL.</p>
2	To continue to embed resilience strategies across school	<p>Positive mindset strategies are used to motivate and engage learners.</p> <p>Clear routines are in place to ensure that "every minute is a learning minute".</p> <p>Teach children ways to evaluate their learning using a range of different strategies (ICT training ideas)</p>	<p>SLT</p> <p>Governors</p> <p>Children discussions</p>	<p>Children are actively involved in learning, demonstrating independence, resilience and positive learning behaviours</p> <p>Children can discuss/show resilience and strategies to help others build resilience</p> <p>Children can begin to plan, review and evaluate their own learning process</p> <p>Teachers have a fluid and flexible approach to learning that maximises progress throughout the lesson. This will be evident in walkthroughs/observations and pupil voice.</p>
3	To ensure pupil attendance is above national and that persistent absence figures improve.	<p>Class teachers to share any concerns with DSL/HT</p> <p>Staff meetings.</p> <p>Parental communication / meetings / parents evenings</p>	<p>Regular attendance reviews</p>	<p>School attendance is above national outcomes.</p> <p>Persistent absence attendance is in line with the national average.</p>

Behaviour & Attitudes Milestones

	September 2023 Baseline	Autumn Term	Spring Term	Summer Term
1	Observations towards the end of last year indicated that some children were struggling to keep themselves in their seats and stay focused on the tasks given. Children were needing to be more challenged with tasks that they were being given.	All teachers have high expectations of pupils in their classroom. Children are provided with work that challenges them and allows them to move onto greater depth work when appropriate. Observation (Learning Walk) to be completed in a random lesson in the first half of the autumn term 1 to gain a baseline.	The majority of children have high aspirations and motivation to challenge themselves. Observation (Learning Walk) to be completed the spring term.	All children have high aspirations and motivation to challenge themselves.
2	The children continue to show that they are not as confident as they should be. This may be due to new changes with the classrooms or other concerns (the first half term has been turbulent).	Clear routines are in place that ensure that children recognise when they are doing different subjects. Staff are conscious of ensuring that time is valuable in the learning process.	Children are able to talk about their learning and have an understanding of the routines that are in place. They show pride in what they are doing and recognise how mistakes help us to learn. Verbal feedback is clear in the children's books as they progress.	Children show more resilience and are able to articulate how they learn from mistakes that they may make.
3	Previous attendance reviews have indicated that attendance is a concern in some year groups. The main issue is persistent lateness with one or two families.	School attendance is at least in line with national outcomes. Persistent lateness is to be improved.	School attendance is line with national outcomes.	School attendance is above national outcomes. Persistence lateness has improved with 100% of children in school on time.

Personal Development: Children have access to a wide, rich set of experiences. Children have opportunities to develop their talents and interests.

What do we want to achieve? (Intent)	How will we achieve this? (Implementation)	Monitoring (What and by whom)	What is the result? (Impact)
1 Pupils have access to a wide, rich set of experiences. Pupils have opportunities to develop their talents and interests.	Continue to build links with the community Subject Leaders to create yearly curriculum map to include Hooks (experiences) and authentic outcomes. Pupil voice questionnaire completed to find out what opportunities' children want to develop their talents and interests.	SLT to monitor opportunities being planned by Subject Leaders. SLT to monitor curriculum plans.	There is an improving take-up by all pupils including those with SEND and from disadvantaged backgrounds of the extra-curricular opportunities provided by the school. There are clear links with the local community and school supports events throughout the year.

		Staff to offer a range of different opportunities for the children to take part in (Sport, Music, Games, Art)		
2	Embed our Gospel values as learning skills that are relevant and useful to the children.	Children will write what school values they have used at the end of each learning experience termly. This will become part of the end of unit evaluation. Children's Questionnaire	Staff and Governors to monitor.	Children can verbalise the gospel values and talk about the impact on their well-being and how they live their lives.
Personal Development Milestones				
	September 2023 Baseline	Autumn Term	Spring Term	Summer Term
1	The children have taken part in a range of different clubs and many have taken part in events representing school. Last year, we received the Gold Sports Award for the third year running.	All children have accessed one rich experience through their learning experiences this year. At least 40% of children participating in extra-curricular activities.	All children can refer to at least one rich experience they have had. At least 60% of children participating in extra-curricular activities.	All children have had access to a wide, rich set of experiences through their learning experiences this year. All children show an interest in a club or sporting event. At least 80% of children participating in extra-curricular activities.
2	The school Gospel values are shared weekly in assembly and are on the school newsletter. They are known by the staff, children and parents.	Children refer to some Gospel values and are beginning to relate them to the learning experiences that they have had throughout the term.	Pupils can make connections with school gospel values that they use within learning experiences.	Pupils will be confident, self-motivated, resilient learners who demonstrate these school gospel values in everything they do.

Leadership & Management: Subject leaders are accountable for the attainment and progress of all children, leading to improving outcomes.

What do we want to achieve? (Intent)		How will we achieve this? (Implementation)	Monitoring (What and by whom)	What is the result? (Impact)
1	Subject leaders are accountable for the attainment and progress of all children, leading to improving outcomes.	Subject leaders plan what they need to do to improve the outcomes for their subject across the school. They know the next steps for their subject through completion of thorough audits and action plans. They plan and carry the first step in their monitoring cycle. Subject leaders provide CPD for staff to address gaps in knowledge.	SLT will monitor action plans termly and review progress with subject leads. Subject leaders will be given time to review action plans termly.	Foundation subjects are effectively assessed, and children are making good progress in gaining knowledge, skills and understanding. Evidence for assessment is accurate and independently verified in through moderation activities.
2	Staff to receive relevant and	Performance management conversations Staff questionnaire (Govs)	Governors SLT through PM.	Staff feel valued and supported in their personal CDP.

	appropriate CPD.	Subject knowledge audits INSET training Staff meetings Subject Leader training (Cluster)	Conversations with subject leads	Greater knowledge and skills base of all staff which will impact on pupil standards.
3	To develop the knowledge and skills of the Governing Board, so that they are well-placed to monitor, support and challenge appropriately.	Governors to complete training and to report on this training Possible link to Diocesan training	Chair of Governors	Governors have improved skills and knowledge which enables them to support and monitor the development of the school. Governors provide challenge where progress is not being made on the SIP.
Leadership & Management Milestones				
	September 2023 Baseline	Autumn Term	Spring Term	Summer Term
1	Subject leaders know what teachers have judged their pupils to be in each subject and this is tracked on iTrack primary. However, it is not clear what aspects of each subject pupils have found difficult or excelled at. Floorbooks are still not being consistently used for assessment.	Subject leaders plan assessment opportunities for pupils in the foundation subjects (Art and Design, Computing, Design and Technology, Geography, History, Music and P.E.) and share how they want this to be achieved with the teaching staff.	Teachers are using assessments to accurately assess children's learning in foundation subjects.	Foundation subjects are effectively assessed, and children are making good progress in gaining knowledge, skills and understanding.
2	Staff have received a variety of essential Subject specific and Safeguarding training in 2023.	INSET – Safeguarding training (Keeping Children Safe in Education) All staff to attend Jason Bangbala behaviour training and ICT training with Mr P Some subject specific training for Subject Leaders	All training needs that have arisen from the performance management appraisals will be attended by staff. Writing moderation and SATs training for Y2 and Y6 teachers.	Staff feel valued and supported in their personal CDP. Greater knowledge and skills base of all staff which will impact on pupil standards.
3	Governors have received some training over the last few years but, this is not consistent.	Governors undertake training, relevant to their roles, so that they can learn how to monitor, support, and challenge the school leaders appropriately.	Governors use their training, to support them in monitoring, supporting, and challenging the school leaders appropriately.	Governors have improved skills and knowledge which enables them to support and monitor the development of the school. Governors provide challenge where progress is not being made on the SIP.