Tarleton Holy Trinity Church of England (Aided) Primary School

www.tarletonholytrinity.org

SCHOOL IMPROVEMENT PLAN

2025 - 2026

Tarleton Holy Trinity
Church of England (Aided) Primary School

School Improvement Plan
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Our Vision Statement

Value… Dream… Achieve…

As a loving Christian family, our aspiration is for everyone to flourish, safe in the belief that we, "…can do all things through Christ, who strengthens us" Philippians 4:13.

Everyone is valued, we all achieve and our dreams for the future begin.

CONTENTS

- School Improvement Plan Priorities Overview
- School Improvement Plan
- Context
- Roles and responsibilities

School Improvement Plan 2025 – 2026

Tarleton Holy Trinity

Church of England (Aided) Primary School

School Improvement Plan Priorities 2025 – 2026

OVERALL TARGET 1

ENGLISH: To establish the two new English subject leaders. To improve phonics outcomes across school.

OVERALL TARGET 2

To ensure that the provision in EYFS continues to be of high quality, with positive outcomes.

OVERALL TARGET 3

Behaviour, including behaviour for learning, is improved across the school and there is a more consistent approach from staff in dealing with behaviour.

OVERALL TARGET 1	ENGLISH: To establish the two new English subject leaders. To improve phonics outcomes across school.
Success Criteria	• The two new English subject leaders feel confident in their role and have a good awareness of what their subject looks like across school. • The teaching and learning of phonics is strong, with all children in the school having access to the phonics that they need. • Phonics data is at least in line with national at the end of Y1 and Y2.
Overall success evaluated by:	HT report to Governors through discussion in Curriculum and Standards Committee and through the HT report to Governors document HT / Subject Leader evaluation of lesson observations, Book Scrutinites etc.

Objectives:	Actions / Tasks	Lead person	Other personnel	Intended Outcomes	Person monitoring and how objective will be monitored including contribution by governors	External support/monitoring including: Adviser Consultant School to school support CPD/INSET
1.1 The two new English subject leaders feel confident in their role and have a good awareness of what their subject looks like across school.	• Roles of English SL to be clearly defined between the 2 leaders • Regular Subject Leader time to evaluate and review present standards • SLs to monitor the standards of work by book scrutiny and pupil interview • SLs to ensure full curriculum coverage is taking place in each year group	Eng Lead and HT Eng Lead Eng Lead Eng Lead	SLT	The two new English subject leaders feel confident in their role and have a good awareness of what their subject looks like across school. SLs confident that their monitoring of KOs, planning and impact is accurate and evaluations lead to a rising in standards	Curriculum map presented to Curriculum and standards committee Spring Term 2026 Book looks to be carried out by SLs Pupil interviews to be carried out by SLs Use of TaRDiS English clusters for CPD	Feedback to school advisor and English nominated Governor
Evaluation of 1.1 – RAG rating: <u>Next steps / Comments</u>						

1.2 Underachieving pupils identified in each class tracked, monitored and supported regularly in phonics	• Provide phonics training for TAs as sn when appropriate • Key Stage 1 pupils are assessed accurately at least termly and grouped accordingly • Additional boosters for current Year 2 children who did not pass the Year 1 phonics screening test • Through tracking identify children who are considered to be attaining lower than expected for the Year group – who will not achieve the 'pass mark' for the Year 1 phonics screening test • Move children to different groups depending upon their present attainment in phonics • Target support for those children who need additional phonics sessions in Year 1 in order to support their phonics learning and help them meet ARE • Tracking show that data is at least in line with national data for end of year 1 and year 2	KS1 SL	Class teachers	Under achieving children are identified, support target progress monitored and gaps in the acquisition of phonics sounds are narrowed across the year	Lesson observation of phonics by Subject Leader Feedback to Curric Govs Spring term Pupil progress meetings within the Key Stage Autumn 2025 & Spring 2026	Feedback to school advisor and English nominated Governor
Evaluation of 1.2 – RAG rating: <u>Next steps / Comments</u>						
1.3 To identify underachieving children in EYFS through phonics assessments	• Support and advise EYFS teacher (NQT) on phonics in EYFS / Early Year 1 • Continue to assess and track Reception children • Identifying Reception children who are not secure at Phase 2 by end of autumn term 2017 • Intervention / booster groups to be provided if necessary	KS1 SL EYFS teacher EYFS teacher	KS1 teachers	Under achieving children are identified, support target progress monitored and gaps in the acquisition of phonics sounds are narrowed across the year	Tracking of phonics by Subject Leader Feedback to Curric Govs Spring term Pupil progress meetings within the Key Stage Autumn 2025 & Spring 2026	Feedback to school advisor
Evaluation of 1.3 – RAG rating: <u>Next steps / Comments</u>						

1.4 To raise standards in KS2 spellings – building on sound phonics knowledge gained in KS1	• Class teachers to monitor children spelling on a regular basis to ensure phonics skills are being practised and developed • Spelling sessions to take place at least weekly with each group with a focus on phonics discussion	SLT / subject leaders	CTs	Children become more aware of spelling rules and structures by applying their phonics knowledge and skills Children to be able to blend phonics sounds to be able to sound out and read more complex words	Feedback through KS meetings. Report to SLT	Feedback to school advisor and nominated Governor for English
Evaluation of 1.4 – RAG rating: <u>Next steps / Comments</u>						
1.5 Explore the work of the English Hub in providing invaluable support in the development phonics	• Subject leaders to join English Hub which could lead to CPD opportunities and fund phonics scheme if required	Subject leaders	SLT	Hub provides opportunities for CPD and extra resources for school	Feedback through SLT meetings.	
Evaluation of 1.5 – RAG rating: <u>Next steps / Comments</u>						
1.6 Support phonics work done in school by upskilling parents and carers to support children with phonics at home	• Hold a phonics workshop for parents, to help them to support their children at home.	Subject leaders	SLT	Parents / carers more aware of phonics work completed in school to enable support at home	Headteacher report to Governors Autumn 2025	

Evaluation of 1.6 – RAG rating:
Next steps / Comments

Key Priority Cost Summary		
School / Diocesan Adviser	**½ day Spring term**	**Part of SLA**
Consultant / other External Advisor		
School to School support		
Supply	**Management release time** **Extra Supply if needed 2 days**	**Already budgeted for £400**
CPD cost		
	Total Cost	**£400**

OVERALL TARGET 2	To ensure that the provision in EYFS continues to be of high quality, with positive outcomes.
Success Criteria	• **The progress made by pupils through the Early Years Foundation Stage is consistent and pupils make or exceed expectations** • Learning objectives, teaching strategies and challenging tasks are well matched to prior attainment and result in all pupils making good progress • Expectations of teaching and learning are clear, appropriately high and consistent throughout school. • Teachers regularly listen to, carefully observe and skilfully question groups of pupils and individuals during lessons in order to reshape tasks and explanations to improve learning • Lesson observations show that pupils are appropriately challenged, engaged in well-paced learning activities and show enjoyment • The EYFS curriculum allows for an increase in opportunities for children to develop their early writing skills • Attainment in writing in EYFS to be more closely aligned to attainment in reading figures • EYFS teacher completes a successful ECT induction
Overall success evaluated by:	HT report to Governors through discussion in Curriculum and Standards Committee and through the HT report to Governors document HT / School advisor evaluation of lesson observations

Objectives:	Actions / Tasks	Lead person	Other personnel	Intended Outcome and date objective will be completed	Person monitoring and how objective will be monitored including contribution by governors	External support/monitoring including: Adviser Consultant School to school support CPD/INSET

2.1
Improve the quality of lesson planning so that all pupils are supported and challenged to make accelerated progress and no pupils underachieve
	• Monitor lesson planning content through the 'non negotiables' to ensure that it supports the teacher / other adults in delivering differentiated work for pupils of differing abilities. Agree principles/a consistent EYFS working approach
	• Half-termly monitoring of lesson planning to ensure that
	  • children of different abilities are appropriately supported and challenged.
	  • clear differentiated learning objectives are stated
	  • expectations of outcomes are clearly stated
	  • over time children are involved in a range of guided and independent work
	• there is clarity about the standards
		CT / ECT mentor	HT	Lesson observations, walk throughs and planning scrutinies show that there is a match of task to pupil ability level and that lower and higher achieving pupils are appropriately challenged and supported.
				Guided group work is matched to pupils' ability levels and provides elements of challenge to move pupils forward.
					EYFS teacher to be observed at least twice during the year by HT	Feedback to school advisor, ECT Programme (Embrace) and nominated Governor for EYFS

	children are working at and work set challenges them to move to the next level					
Evaluation of 2.1 – RAG rating: <u>Next steps / Comments</u>						
2.2 Embed feedback and assessment so that pupils are given accurate information about their progress and levels of attainment and know how to further improve their work	Embed marking/feedback and assessment so that • work is marked to the learning objective with reference to pupil targets • children are informed where they have been successful • indicators of ways to improve the quality of work are given • pupils receive regular in-depth one-one feedback about their progress • Termly monitoring of the implementation of assessment strategies • Agree key indicators with other adults to demonstrate that summative and formative assessment is informing day to day lesson planning.	CT	HT	Monitoring show that pupils' work is regularly marked to the lesson objective/targets and pupils are given information about what they do well and how they can improve.	Scrutiny of learning journeys and lessons observations to take place	Feedback to school advisor, ECT Programme (Embrace) and nominated Governor for EYFS
Evaluation of 2.2 – RAG rating: <u>Next steps / Comments</u>						
2.3 Improve standards in writing attainment by providing opportunities to develop early writing skills through all areas of the EYFS curriculum	• Use the tracking of writing • Plan curriculum and EYFS setting so that most if not all areas allow the children to practise their early writing skills • Monitor the progress of groups and individuals •	CT		The monitoring of teaching and the tracking of children through the year to ensure that the proportion of pupils meeting the required standard in writing is closely aligned to that in reading	Tracking of standards by ECT Mentor / Classteacher Feedback to Curric Govs Spring term 2026	Feedback to school advisor, ECT Programme (Embrace) and nominated Governor for EYFS

Evaluation of 2.3 – RAG rating: <u>Next steps / Comments</u>						
2.4 Teaching is viewed as at least good consistently across the school / Key stage	• A range of CPD opportunities are targeted by CT and other adults to improve the quality of teaching. • Individual targets inform teacher's performance and next steps. • Opportunities to work with / observe good practice are used through liaison with cluster members	CT	Cluster members	Teaching is consistently good or outstanding across EYFS. This results in improvement to the quality of teaching and learning. CPD is well targeted in relation to teacher's skills and abilities and informed by monitoring procedures.		TARDiS Heads to help liaise with other school(s)
Evaluation of 2.4 – RAG rating: <u>Next steps / Comments</u>						
2.5 Provide a comprehensive induction for the new EYFS teacher	• A range of CPD opportunities are targeted by CT and other adults to improve the quality of teaching. • Induction covers safeguarding, curriculum, behaviour expectations and assessment processes. • Register the ECT with a provider and assign an experienced EYFS mentor (current EYFS teacher) for regular check-ins and support.	CT	ECT mentor	EYFS teacher successfully completes the ECT programme CPD is well targeted in relation to teacher's skills and abilities and informed by monitoring procedures. Use TaRDiS EYFS cluster for additional CPD opportunities and the sharing of good practice		TARDiS Heads to help liaise with other school(s)
Evaluation of 2.5 – RAG rating: <u>Next steps / Comments</u>						

2.6 Involve the parents in their child's learning, providing opportunities for them to come into school for sessions, workshops, etc. which will support learning at home but also ensure that they feel part of the Tarleton Holy Trinity family from the start. Use platforms to share learning and home engagement.	• Involve the parents in their child's learning • Provide opportunities for parents to come into school for sessions, workshops, etc. which will support learning at home • but also ensure that they feel part of the Tarleton Holy Trinity family from the start. Use platforms to share learning and home engagement.	CT	ECT mentor	EYFS teacher successfully completes the ECT programme CPD is well targeted in relation to teacher's skills and abilities and informed by monitoring procedures. Use TaRDiS EYFS cluster for additional CPD opportunities and the sharing of good practice		TARDiS Heads to help liaise with other school(s)
Evaluation of 2.5 – RAG rating: Next steps / Comments						

Key Priority Cost Summary		
School Adviser	**½ day Spring term**	**Part of SLA**
Consultant / other External Advisor		
School to School support		
Supply	**ECT release time** **Extra Supply if needed 2 days**	**Already budgeted for £400**
CPD cost		
	Total Cost	**£400**

OVERALL TARGET 3	Behaviour, including behaviour for learning, is improved across the school and there is a more consistent approach from staff in dealing with behaviour.
Success	• Children demonstrate Christian values in their interactions and they feel safe in school. • All staff consistently apply the school's behaviour policy, underpinned by the school's Christian ethos. • Children are more actively involved in their learning and incidents of low level disruption in lessons have been reduced.
Overall success evaluated by:	HT report to Governors through discussion in Curriculum and Standards Committee and through the HT report to Governors document

Objectives:	Actions / Tasks	Lead person	Other personnel	Intended Outcomes	Person monitoring and how objective will be monitored including contribution by governors	External support/monitoring including: Adviser Consultant School to school support CPD/INSET
3.1 Behaviour policy is up to date and reflects current practice in school, the school's vision and reflects Ofsted requirements	• Behaviour lead to revisit and refresh the behaviour policy with input from LCC behaviour consultant, then staff and governors, ensuring that Christian values are interwoven into the language and procedures of the policy. • Ensure that all staff follow the Behaviour Policy so that it is consistent throughout school .	HT Govs Staff SLT		Assessments of writing are accurate Teachers confident in expectations of behaviour in school and follow school policy	Headteacher report to Govs	External consultant
Evaluation of 3.1 – RAG rating: <u>Next steps / Comment</u>						
3.2 Children are more actively involved in their learning and incidents of low level disruption in lessons have been reduced.	• Deliver staff training on positive behaviour strategies. • Recap on the CPD that the staff previously attended by Tom Bennett. • Consider exploring the book 'When the Adults Change' by Paul Dix as a whole staff.	HT and DHT	Class teachers (CTs)	Staff confident and provide opportunities to praise positive behaviours in their Year group Focus on behaviour, the learning environment and relationships when on learning walks and lesson visits.	SLT and subject leader to monitor behaviour during walk throughs Report to Curriculum and standards committee Spring 2026	

Evaluation of 3.2 – RAG rating: <u>Next steps / Comments</u>						
3.3 Work with families to provide consistent expectations between home and school, especially for children with persistent challenges.	• Where / if necessary invite parents / carers into school to provide consistent expectations between home and school • IBPs produced by class teacher / SLT if needed in consultation with parents / carers	SLT CTs	SLT	Children with persistent challenges gain extra support by school and parents working in partnership school and	HT to discuss challenging behaviour with the chair of Govs and document in HT report	
Evaluation of 3.3 – RAG rating: <u>Next steps / Comments</u>						

Key Priority Cost Summary		
Diocesan Adviser		**Part of SLA**
Consultant		
School to School support		
Supply		
CPD courses	**½ day**	**£112**
	Total Cost	**£112**

INTRODUCTION (CONTEXT)

- Not all teachers are teaching the same Year group as last year
    - Miss Iddon is was from school due to maternity leave for two terms last year and returned after the Easter break.
    - In September 2025, Mrs Warburton moved to Year 2, Miss Jagger moved to Year 3, Miss Iddon moved with her class to Year 4.
    - Two members of staff retired – Mrs Birkby and Mrs Simpson
    - Miss Porter was appointed as a new member of staff and will be teaching Reception class – Miss Porter is new to the teaching profession

- The majority of teachers are co-ordinating the same subjects, but there are some changes (see below)

ROLES AND RESPONSIBILITIES

Teaching staff

1. Staff were asked to review their own curriculum areas and to evaluate the success of last year's SDP
2. Staff audited their curriculum area noting its stage of development
    - What areas for improvement have been identified by recent assessments of pupil's attainments and progress?
    - Are there any National or local influences that the school may need to consider?
    - Are there any significant resource implications?
    - Are there any staff development/INSET implications?
3. Staff School Improvement Planning meeting in July to discuss "where the school is" and what the priorities are to "move the school on".
4. Capitation budget meeting held in April when main budget is set to share among the curriculum areas reflecting upon agreed priorities.

Support Staff

At least termly meetings to be held with the Support Staff when a range of whole-school issues will be discussed.

Parents

Parent's views are sought through an annual Questionnaire and responded to as appropriate.

Pupils

Pupil's views are sought through the Class and School Councils and Pupil interviews

Governors

Governors will be asked to review last year's SIP and will be invited to comment.

Name and Title	Whole School	Curriculum and other
Mr. Stephen Smith (SBS) Headteacher	Buildings Health and Safety, Attendance, DSL (designated senior leader), Line Manager for Teaching Staff and Office Staff (Appraisal), SLT / SMT member (Senior Leadership Team)	Assessment
Miss Wendy Jagger (WJ) Deputy Headteacher Year 3	Line manager for Teaching Assistants (Appraisal), Deputy DSL SLT / SMT member Student mentor EVC Team Teach Trained	Whole School Curriculum Science Homework Club
Mrs. Sarah Warburton (SW) Year 2	SENDCO Back up DSL SLT / SMT member Team Teach Trained Supervision/ well-being trained ECT Mentor Home / School Liaison	PSHE Student Voice
Miss Leah Porter (LP) Reception	Early Years Foundation Stage Early Careers Teacher Home / School Liaison	Early Years Foundation Stage
Mrs. Laura Seeley (LS) Year 1 KS1 Lead Temp TLR for English	Whole School Worship Student mentor and ECT Mentor SMT member Back up DSL	RE Faith Advocates Design Technology English (Early Reading, Early Writing, Handwriting and Phonics)
Miss Caroline Iddon (CI) Year 3		ICT / Computing Art 3D Printer Club
Mrs Andrea Lancaster (AL) Year 5	Student mentor	Geography MFL Chess Club
Mr Chris Skinner (CS) Year 6 KS2 Lead Temp TLR for English	PE and Sports Partnership liaison Student mentor Back up DSL EVC SMT member	English (KS2 Reading, KS2 Writing, Handwriting and SPAG) Mathematics PE Football Club Netball Club Hockey Club Cross Country Club Cricket Club (Summer)

Mrs Jane Simpson (JS) Supply Teacher		Music and History Choir Lancashire Music Liaison

IMPLEMENTATION, MONITORING AND EVALUATION PLAN

Implementation

The SDP should be an integral part of the workings of the school, as it seeks to achieve high standards for its children. It needs to be realistic, relating to the range of targets, time-scales and resources.

Monitoring

The School Improvement Plan will be monitored and evaluated with regard to the identified success criteria by the SLT on a half-termly basis and reported by the Headteacher to the whole staff at curriculum meetings and the Governing Body on a termly basis.

Subject leaders will monitor their areas and produce a report / plan at the end of the year which will also inform next year's process.

The Headteacher and SLT will be responsible for ensuring that this plan is the corner stone of school improvement and is used to influence budgetary decision-making and allocation of time, energies and resources.

Self Evaluation

The school improvement plan has been constructed after a rigorous and far-reaching process of self evaluation. This process has involved parents, pupils, governors and staff.
It is the qualitative response from these groups that we feel is important and this improvement plan is central to the action programme undertaken in response to these evaluative findings.

The overall success criteria of this document are to provide a high quality education with character for all of our pupils. We aim to compare, challenge and consult in our self-evaluation processes with standards and cost being key benchmarks. The self-evaluation strategies utilised to define these priorities included parental and staff questionnaires, governor committee meetings, input from our school council, pupil questionnaires, professional development interviews with all staff and subject leaders plans/reports. This information was then prioritised according to need and best value principles. The Record of Self Evaluation form (ROSE) is the document that encompasses all of our self-evaluation evidence an evaluations. This is monitored regularly by the SLT and Governors.

Evidence

Evidence of our overall school achievements and in particular towards our Long term Plan can be found in the school ROSE, Monitoring and Evaluation folders, Subject Leader files, Headteacher Newsletters and Reports to the Governing Body, Lancashire School Information Profiles and School Inspection Data Summary Report.

National Recognition

OFSTED Judgement – School Continues to be Good (July 2023)

SIAMS Judgement – a Good School overall – but judged as excellent in our Impact of collective worship and our Effectiveness of religious education (March 2019)

Eco Schools Award (Silver)

Healthy Schools Award

School Games Bronze Award 2013/2014
School Games Silver Award 2014/2015
School Games Silver Award 2015/2016
School Games Silver Award 2016/2017
School Games Gold Award 2017/2018
School Games Gold Award 2018/2019

Early Years Quality Mark

School Games Gold Award 2019/2020

Virtual School Games Gold Award 2019/2020

School Games Gold Award 2021/2022 and 2022/2023

School Games Gold Platinum Award 2023/2024 and 2024/2025

Document reviews

We are aware of the need to review our school's documents regularly so that we can take account of: new initiatives, changes in the curriculum, developments in technology etc.

This document was written in September 2025 and will be reviewed termly during the 2025 – 2026 academic year.

Signed by:

Member of staff responsible for this policy

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Governor responsible for this policy

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