



School Improvement Plan

Quality of Education 2025-2026.



Updated 4.07.25

Curriculum, Developing Teaching & Achievement

1. To embed four new focus hubs to improve key areas in school in order to further improve pupil attainment & support achieving outcomes set in the EHCPs.
2. To raise staff awareness and ensure that the learning environments are of a consistently high quality, that there are suitable adaptations within pathways to ensure that the needs of all the children are met.
3. To enhance the formative assessment tool to monitor learning and provide ongoing feedback to improve teaching and learning.

Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
Reading: To develop and embed the new phonics scheme ~ flexibility to meet the needs of all children	• Introduce the phonics focus and make staff aware of the reading focus for academic year. • Identify an appropriate systematic, synthetic phonics scheme, which can be adapted. • Ensure classes/ pathways have appropriate new texts. • Staff Meeting – training and CPD • Share expectations of reading areas to ensure there is access to high quality reading materials • Discuss /explore different genres of books	Jess and Cassie English HUB SLT	See action plan & bid	Little Wandle used throughout school Autumn 2025	English HUB Explore within English Deep Dive - <i>Autumn 1 & Spring 2</i> Pupil Progress Meetings Monitor phonics teaching across the pathways & school. Progress analysis Staff training and CPD Observations Learning walks – SLT & HUB Environment walks Book & reading rich environment Work & planning scrutiny INSET – sharing vision & outlining reading & phonics focus for year
Reading: To ensure that children continue to develop a love of reading by maintaining purposeful reading provisions in each classroom within the new build.	• 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 SLT Learning walk (Autumn 2) • Provision of Library Monitors to ensure areas are well kept and accessible.			Throughout 2025- 2026 Monitor termly	

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Maths: To further embed outcomes in calculations using concrete, pictorial and abstract calculation strategies.	- Embed 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.	Deb & Laura Maths HUB SLT	See action plan	Throughout 2025 -2026 Observations Spring 2026 Pupil progress meeting; Autumn (2) 2025 Spring (2) 2026	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
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.	- 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.	Richard and Grace Ext.Formal/ Str.Formal & Formal pathway leads Adele – Pre-F pathway lead Cassie – EYFS pathway lead			
To collaborate PSHE & Science to develop the science curriculum, ensuring that human biology outcomes are improved through new curriculum overviews.	- Introduce the joining of the 2 HUBS as a focus and make staff aware of the school PSHE & Science overview - Develop and embed staff CPD opportunities - Google form: To identify staff training needs. - Continue to update and add detail to the PSHE progression grid.	Grace - PSHE Hub Chloe – Science Hub	See action plan	Autumn 2025	PSHE HUB PSHE Deep Dive – <i>Autumn 1 & Spring 2</i> Staff training and CPD Questionnaires & staff audit Observations Learning walks Environment walks Work & planning scrutiny



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	• Increase staff subject knowledge and understanding to ensure consistency of high-quality learning experiences. • PSHE HUB will provide additional training to support new staff and ECT's with the expectations of the PSHE curriculum and the teaching of human biology. • The PSHE hub lead will provide video learning for parents, focusing on how to generalise skills taught in school in the wider community and home.			Spring & Summer 2026	INSET – sharing vision & outlining focus for year
To enhance and develop 4 new focus hubs to highlight key areas in school	• To set up and lead 4 new focus hub areas • Communication - Cassie • Behaviour • OT planning support • Food strategy	Communication - Cassie Behaviour - Jess OT planning & support - Gill Food strategy - Chloe	See action plan & bids	Throughout the school year	SLT review and analysis of progress Focus hub meetings Governor - information sharing & feedback

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Curriculum Leads: To ensure that teaching is consistent and of a high quality across the school.	- 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. - Ensure all subjects 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.	HUB Leads Pathway Leads SLT Teachers Governors	CPD costs Resources Trips to enhance and embed learning (see individual subject action plans)	Termly 2025-2026 Spring 2026 Autumn 2025 & Spring 2026 Termly monitoring	SLT discussions and analysis of progress 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
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	- Training opportunities developed to meet the needs of teachers across school and in particular pathways. - Shared good practice across the 4 Rivers Trust - Teachers to develop and create suitable, high quality learning environments. - Develop the curriculum to suit all learners throughout their education at Lisburne. - SLT to analyse / monitor curriculum needs and highlight areas where additional training and input/ support is required.	SLT	Cost/ Teaching time	Termly updates Review completed in Summer 2026	Class observations Peer observations Appraisal cycle SLT meetings CPD & focused training meetings/visits Assessment monitoring CPD schedules

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embedding of knowledge through training and relevant research.	- Rosenshine's 10 principles of learning to support and embed knowledge. All lessons will include opportunities to revisit and recall prior knowledge. - 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 2026	
To develop and refine the use of annotation boxes to ensure that formative assessment is clear and innovative when tracking pupil progress.	- To develop the use of new bespoke annotation boxes in all core curriculum areas. - To provide input and relevant training to staff to ensure that impact of learning is clear and next steps are clearly highlighted. - Develop and evaluate a robust formative assessment tool to monitor learning and provide ongoing feedback to improve teaching and learning. - Annotations identify areas of strength and development, helping both students and teachers to adjust approaches in order to maximize learning.	Gill Pathway Leads SLT Teachers Governors		Focus in Autumn term 2025 Review & refine through year	HUB meetings minutes Pathway meetings Sub Com minutes CPD Monday meetings
To embed the robust assessment schedule to monitor key curriculum focus areas across the academic year.	- Development of the updated 'Assessment calendar' ~ shared with all staff (Sept). - 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.	Gil & Adele Cassie (EYFS) Pathway Leads SLT	N/A	June 2026	Staff meetings/Training & CPD Pupil progress meetings Mid and end of year data Progress and targets of cohorts shared termly with GB SLT meetings SISA feedback DfE input and data sharing



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	• Pre-formal and formal curriculum subjects to be baselined and inputted on the school-tracking grid; October 2025, March 2026 and May 2026. • Input DfE data in June/ July to comply with legal requirements				
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Also see Action Plans and bids for specific subject areas

Behaviour & Attitudes 2025-2026.

Behaviour, Attitudes & Attendance.



1. To reduce the amount of children who are PA or have unauthorised attendance
2. To improve awareness trauma informed practice and PDA practice across staff to ensure relevant approaches and strategies are being used to support children.
3. To implement the SCERTS framework to identified key children to support develop social emotional skills in line with their emotional regulation needs.

Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
To reduce the number of children who are PA and/or have unauthorised attendance.	- To liaise with the Education Welfare Officer re trends for attendance - GB to release a letter to parents that term time leave of absences will be at the headteachers' discretion - Monitor attendance termly with FLCs and SLT and the GB.	Adele	Mileage for staff	By Spring 1	Review and report back in Full GB meetings. HT report EWO meetings SLT meetings
For trial classes (Tiger, Stingray and Starfish/ Seahorse) to choose a focus child to embed to principles of SCERTS .	- Devise a personalised SCERTS plan for key child. - Adapt learning environments to provide opportunities for further social communication. - Actions plans to be reviewed once a term to show progress.	Jess Aimee Chloe	Cover in classes when we meet each term.	Autumn 1 Spring 1 Summer 1	Review progress of plans through 4 Rivers Trust meetings. Videos of the impact it has had in place.
To collate evidence on the impact of SCERTS across the academic year from key focus children within the trust.	- Identify key children within each setting - Termly meeting of progress with core group of staff. - Evidence of be gathered around the impact of the SCERTS framework and to be shared within 4 Rivers Trust. - Training provided from Jess of SCERTS in practice	Jess	Cover in classes when we meet each term.	Autumn 1 Spring 1 Summer 1	Videos of the impact it has had in place.
For Aimee to begin the Trauma and Mental Health in children diploma to build knowledge around trauma informed practice.	- Aimee to attend all 11 sessions (5 online sessions, and 6 face to face) - Aimee to successfully complete the assessment day (27.04.2026) earning the practitioner status. - Aimee to complete all required tasks and work in order to complete the course	Aimee	Class cover (11 sessions, 6 face-to-face and 5 virtual)	September 2025 – April 2026 April 2026 September 2025 – April 2026	100% attendance at all sessions Completion of all tasks and expected 50 hour work-based learning

			Cost of training course £1550, already agreed by 4 Rivers Trust		Successful delivery of assessment tasks outlining that changes that have been implemented within our school.
To begin to implement knowledge around trauma , through creation of bespoke training package for the 4 rivers schools.	• Creation of training sessions based on the course content • Small changes to be implemented gradually through the duration of the course, based on content covered • Future training package to be considered once the course has been completed and knowledge gained – in order to make bespoke and necessary for our cohorts of children +	Aimee	Non-contact time	April 2026	Staff meetings shared with teachers Team meetings shared with all staff Thursday training offered to 4 Rivers schools Changes in staff mindset surrounding supporting children with specific behaviour's Staff confidence increased with handling specific behaviour's
To complete PDA accredited training (Working with and supporting PDA children) and create bespoke training to deliver and share knowledge and good practice to staff.	• Aimee to complete the 'Working with & supporting PDA children (CPD accredited)' course • Use video recording gained from course, and knowledge learnt to build staff training for all staff • Staff questionnaire sent out to all staff before the training to monitor levels of confidence • Staff questionnaire sent out after the training to monitor levels of confidence	Aimee	Non-contact time Staff meeting	June 2025 Autumn Term Summer Term	Completion of training Creation and delivery of staff training Creation and evaluation of questionnaire to gauge staff confidence in supporting children with PDA



Personal Development 2025-2026.
Personal Development, Wellbeing & Inclusion



1. To build pupil confidence, relationships and self-esteem through inclusive opportunities across the wider school & 4 rivers.
2. To improve holistic outcomes for pupils beyond the curriculum through the introduction of focus hubs.
3. To build upon enrichment opportunities, improving wellbeing and readiness for the wider world, for all children with a focus on ensuring pupil premium children have access to the same opportunities.

Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
To build opportunities for pathway intermixing through British Values 'buddy mornings.'	• Termly buddy sessions centered around British Values & play. • Pathway mixing- wellness assemblies. • Create buddy system for Extended formal children to lead play across the pathways. • Pupil voice- School council/Lisburne leadership team feedback. • Sharing of buddy mornings/Wellness assemblies- Good Work assembly.	Grace Grace & Pathway leads Grace Grace Alan	£50 per pathway (£250)	Yearly calendar to include a date each term. Autumn, Spring and Summer term. Buddies to complete play sessions termly. Pupil voice each term. Termly wellness assemblies.	Pupil voice/ staff feedback. SLT Learning walks.
To develop opportunities across the 4 rivers trust to build pupil relationships.	• Arts dance/music/DT festival across the 4 rivers. • Introduce signing choir festival across schools in the 4 rivers trust. • Create links for inclusion across the 4 rivers through Extended Formal/Formal children accessing mainstream settings.	Liz, Sadie & Carol Grace Sam, Grace and Richard	£200 props and resources	To be completed in Summer term.	Learning walks. PSHE learning journeys SLT evaluations of termly focus pupils.
To develop opportunities to improve staff subject knowledge of inclusion through the bespoke training package across the trust.	• Create staff questionnaire • Create timetable centered around staff training. • Create training package for 4 rivers trust based on staff needs. • Gather feedback through a questionnaire to tailor training even further.	Adele Adele & Lizzie Adele, Cassie and Lizzie Adele		To be completed in Autumn term.	Questionnaire feedback.

To build upon staff subject knowledge through the development of the behaviour hub in order to improve holistic outcomes for pupils.	See behaviour action plan	Jess & Aimee	See action plan	Throughout the academic year (please see action plan for further detail.)	Data provided for SLT Learning walks Monitoring of behavior plans Staff feedback from questionnaires. Monitoring of CPOMS
To develop vigorous communication and monitoring systems of individuals, improving outcomes for children with food aversions and restricted diets through the development of the food strategy hub.	See Food strategy action plan	Chloe & Karen	See action plan	Throughout the academic year (please see action plan for further detail.)	Data provided for SLT Monitoring of CPOMS Evaluations of record keeping
To develop communication rich environments building upon staff training in order to improve pupil confidence when transitioning and moving across the building, through the introduction of the communication hub.	See communication action plan	Cassie	See action plan	Throughout the academic year (please see action plan for further detail.)	Learning walks Monitoring of CPOMS Monitoring of IEP/EHCP outcomes.
To build upon expertise of staff across the pathways to create a sustainable OT hub in order to improve holistic outcomes for pupils.	See OT action plan	Adele	See action plan	Throughout the academic year (please see action plan for further detail.)	Learning walks Monitoring of IEP/EHCP outcomes. Evaluations of Physio plans. Evaluations from PSHE learning journeys & Tapestry.

To improve the accessibility of play scheme and after school clubs for pupil premium children.	- Gather Parent and Carer questionnaire & feedback. - Develop pupil voice opportunities to evaluate play scheme. - Use specialists across school as well as FLC's to gather feedback & understanding of ways to improve play scheme & afterschool clubs. - SLT/FLC meetings linked to troubleshooting and focus pupil premium children for after school clubs/ play scheme.	Karen Richard Sam, Gill, Karen & Richard. SLT	Pupil premium	To be evaluated Spring term	SLT evaluations. Parent and carers questionnaire and feedback. Pupil voice evaluations.
To promote enriching experiences for pupil premium children across all pathways through the development of ' opportunities for all. '	- Pathway leads to be allocated money from FOL to provide an enriching trip for a small group of pupil premium children across the pathway. - Children to actively partake in the planning of the trips. - Pupil voice opportunities- children involved in the trip to feedback to governors. - Gather parent voice- how did this enrich the individual's life skills/experiences.	Pathway leads and Alan. Pathway leads. Pathway leads Karen	Friends of Lisburne £	To be completed in Autumn term.	Pupil and parent questionnaires. Pathway lead evaluations.
To improve the accessibility of residential s for all year 6 pupils through the introduction of new specialist enrichment opportunities.	- SLT to discuss opportunities for residential to improve accessibility. - Pathway leads to create criteria for each residential to ensure accessibility. - Pupil voice pre/post trip. - Staff evaluations of the residentials -feedback to SLT.	SLT Pathway leads Pathway leads Visit leads	PE budget/ Friends of lisburne £	To be completed in Autumn term.	SLT evaluations. Pupil voice opportunities. Visit lead evaluations.

Also see PSHE Action Plan



Leadership & Management 2025-2026.

Leadership & Governance



1. For all stakeholders, including the Governing board to share a common vision and set a culture of high expectations, leading to a high-quality education for all learners.
2. To develop the role of senior and middle leaders for continuity across the school
3. To ensure high quality teaching from all teaching staff to raise standards from EYFS to Extended Formal

Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
Ensure high quality subject knowledge from teaching staff (linked to Q of Ed)	- CPD Monday meetings to be linked to the monitoring timetable - Staff to take on a CPD project as part of their appraisal - 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.	Gill Levis Adele Sharp	Staff time Leadership & PPA time	May 2026	Appraisals Minutes from meetings HT report
To ensure all teaching staff that are recently qualified teach to a consistently 'good' standard.	- Regularly monitor RQTs and Apprentice Teachers 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 L Adele S Pathways leads	Time out of class	By July 2026	Monthly updates to SLT HT report Appraisals Monthly meetings.
To review policies in line with the Trust ensuring they are robust and up to date.	- Trust leader to send through the policies - Staff to update curriculum policies as part of leadership time - SLT to update - GB to ratify at each sub and full board	SLT GB	Staff time	Termly	GB minutes SLT minutes HT report Policies

To refresh the use of the website and information published for the curriculum	- CP, AC & AS to update the website in line with DfE checks - Regular standing point on the SLT agenda - Feedback from GB	Cassie, Alan	Staff time & AVA	December 2025	AVA involvement Monthly checks Updates in full GB board Linked to Computing HT report
Quality Assure the effectiveness of focus HUBS alongside curriculum to support targeted learners	- See Personal Development. - Pathway leads to be involved with PP meetings & Focus Hubs.				
Review current CPD and identify key areas to develop	- As an SLT, review current data and ensure staff training is linked to key areas in English & Maths to develop for next year. - Ensure feedback from the training to enhance and embed learning and development	SLT	Staff time	Autumn 2025	Four Rivers meeting minutes Staff questionnaire Curriculum minutes Sub Com minutes.
For the Headteacher and SLT to develop the strong relationships and shared values in the Four Rivers Trust	- HTs regular meetings with the Trust leader - 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 streams attended by the SLT to develop and embed learning across the trust.	SLT Sam Benson	SLT time Four Rivers budget	June 2026	Communication GB meetings HT report Joint Trust meetings Annual Report
To work collaboratively with our strategic partners to develop the Four Rivers trust.	- Attend meetings with stakeholders and other HTs - HT meetings. - Coaching structure in place from JA - Develop the Trust Structure. - Members of the GB to attend at a Trust level - Develop the 'Offer' from Lisburne encompassing culture, training, outreach and the curriculum.	Sam Benson GB	Staff time	Through the academic year	Regular meetings with the Trust Leader Joint Trust SLT meetings Ongoing review with five HTs & GBs. EPM involvement

	Manage our finances and resources efficiently to secure and sustain the best provision and opportunities for the future				
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.	- Governors are clear about their roles and responsibilities - website update accordingly - Develop Governor training Days with pathway leads and then HUBS by the end of the year. - Governors to meet curriculum leads - GB to attend local training relevant to their role	SLT Sam Benson	-	Summer term 2026.	GB Meeting Minutes Email and communication Subcommittee attendance
To improve the quality of information informing annual reviews and ensure consistency of meetings.	Redesign IEP paperwork to be more streamlined and parent friendly to feed into EHCP annual review.	Lizzie H		To improve the quality of information informing annual reviews and ensure consistency of meetings.	Redesign IEP paperwork to be more streamlined and parent friendly to feed into EHCP annual review.

Also see Safeguarding Action Plan