

Key Priority 1

To improve the quality of provision for SEND children with serious/complex needs.

Background: School has a growing number of pupils with significant needs. In Summer term 2025 the SENCo consulted with parents of these pupils and the SLT attended initial online webinars for the Equals Curriculum. The SENCo/DHT visited a local setting where this is used successfully. Internal recruitment has been completed to allow for the Formal and Semi-Formal curriculum to be delivered from September 2025.

**Measures of success
Required improvements:**

1. Establish an out of class provision (Equals Base) for children who do not access most of the curriculum for their year group.
2. Staff training on pedagogy of the Equals Curriculum.
3. SENCo release time to lead planning of EC.
4. Plans in place for both Formal and Semi-Formal curriculum.
5. Parents of SEND children fully informed of progress and engaged in learning.
6. Provide programme of ongoing specialist training for all staff.

Longridge C.E.Primary

School Improvement Plan 2025/26

Green –what has been achieved, Amber – what has been started but not embedded, Red – what has not yet been achieved.

Key Priority 2.

To ensure provision in Early Years Foundation Stage is exemplary.

Background: Reception and Year 1 teachers have worked across both year groups previously and have excellent knowledge and understanding of both EYFS and National Curriculum. Following 2024-25, staff will remain in year group settings to further embed expertise. New TA to start in Reception.

Measures of success

Required improvements:

1. Improve outdoor provision through participation in Lancashire's 'Step Outside' programme.
2. Improve standards in early writing including the formal teaching of handwriting (new Writing Framework).
3. Setting staff to remain up to date with good practice including through attendance at Lancs Cluster Network Meetings, local cluster meetings for moderation and professional development.
4. Build on the good links with parents established during 2024-25 including 'Come and Learn' sessions.
5. Develop oracy through planned talk opportunities.
6. Build on existing English provision to include enhancements, thematic vocabulary and specific literary vocabulary.
7. Implement Red Rose Mastery Maths.
8. Provide induction programme for new teaching assistant.

Key Priority 3.

To continue to improve standards in foundation subjects - PSHE, Art and Design and Design Technology.

Background:

1. Art & Design/Design Technology

New Kapow scheme of work introduced in 2024-25 to ensure skills/knowledge progression through school.

2.PSHE.

- Personal Safety enhancements (fire safety, dog safety, emergency first aid, water safety etc) already established. Although a 'Park and Stride' scheme and Bikeability are already in place, our road safety programme is to be strengthened because of the position of school on the main road.
- PSHE planning incorporates Wellbeing for all year groups.
- Curriculum to ensure social inclusion is at the heart of the PSHE syllabus and allows children to develop an awareness and understanding of those from other cultures and people with disabilities.

Measures of success

Required improvements:

1. Monitoring/Scrutiny of evidence for Art & Design / Design Technology following the introduction of new schemes in the last academic year.
2. Art & Design/Design Technology curriculum personalised with enhancements and adaptations of scheme of work.
3. Introduction of updated Jigsaw units to meet new RHE statutory requirements for Sept 2026.
4. Consult with parents on Relationships, Health and Sex Education, and particularly the 'Changing Me' unit of work.
5. Continue to expand the programme of careers talks to support pupil ambition/motivation.
6. Ensure age appropriate coverage of road safety awareness as part of PSHE lessons.