



Annual Report and Governors Impact Statement for the Governing Body of Brinscall St John's CE/Methodist Primary School School Year 2024-2025

The Governing Body is rightly proud of the achievements of our school, not only in terms of its very good academic results, but also in the solid foundations it provides in preparing all our pupils for the remainder of their formative education. The Governors are committed to continue to ensure pupils receive a broad and balanced education and commend the staff for the width and variety of experiences that are on offer to all.

During this year there have been many things to celebrate, including our Ofsted Inspection (January 2024) where we were judged Good in all areas, and our SIAMS Inspection (February 2024) where we were so proud of all the comments made.

There have been a few changes within the staffing team where we have said goodbye and welcomed new members to the team.

SATS and Test Results 2024-2025

In our Early Years and Foundation Stage (EYFS) 2025	
20 Pupils	75% of children achieved a Good Level of Development (% Expected in Prime/Literacy and Mathematics)

KEY STAGE 1 (Teacher Assessment)

30 Pupils	% KS1 pupils achieving Expected standard or above	% KS1 pupils achieving high level of attainment
Reading	90%	27%
Writing	77%	10%
Maths	97%	17%
Science	90%	
Reading, Writing and Maths (RWM) combined	87%	10%

PHONICS TEST RESULTS:

Year 1 Phonics Screening Test Result 2025: 86% achieved expected standard.

Year 2 Phonics Screening Retest Result 2025: 100% achieved expected.

Multiplication Tables Check (MTC) 2024-2025:

Year 4 MTC: Mean Score: 21.8 Percentage achieved 25/25: 34%

SATs Results 2025 KEY STAGE 2:

28 Pupils	% KS2 pupils achieving Expected standard or above	% KS2 pupils achieving high level of attainment	Average progress scores	Average scaled scores
Reading (Test)	90%	61%	N/A	N/A
Writing (Teacher Assessment)	71%	14%	N/A	N/A
Grammar, Punctuation and Spelling (Test)	86%	43%	N/A	N/A
Reading, Writing and Maths combined (RWM)	68%	4%	N/A	N/A
Maths (Test)	82%	25%	N/A	N/A
Science	86%		N/A	N/A

Role of the Governing Body

The role of the Governing Body in a local authority maintained school is set out in education law, namely to 'conduct the school with a view to promoting high standards of educational achievement'. The body also has a legal responsibility to promote pupil wellbeing. It does this by:

Setting Strategic Direction

- Ensuring clarity of vision and ethos
- Engaging with stakeholders
- Making sure statutory duties are met.

Creating Robust Accountability

- Accountability for teaching, achievement, behaviour and safety
- Strengthening and supporting school leadership
- Performance managing the Head Teacher
- Contributing to school self-evaluation.

Ensuring Financial Probity

- Making sure the school's money is well spent
- Monitoring the use of the Pupil Premium grant and other resources to overcome barriers to learning.

Governance Arrangements

The Governing Body Instrument of Governance at Brinscall St John's CE/Methodist Primary School is made up as follows:

- 8 x Foundation Governors (4 x Methodist Church; 4 x Anglican Church);
- 2 x Staff Governors (1 x Headteacher; 1 x Member of Staff);
- 2 x Parent Governors;
- 1 x Local Authority Governor.

Other Governors may be Co-opted as needs are identified within skills audits (which are undertaken annually).

Each year Governors are requested to complete a record of Business Interests. This is a legal duty on all Governors to declare an interest likely to lead to questions of bias when considering any item of business at a meeting. The Governing Body, as at July 2025, is made up as follows:

- Parent Governors: Mr M Boden, Mr C Harrington;
- Headteacher: Mrs Joanna Owen (ex-officio);
- Staff Governor: Mrs E Rounding;
- Local Authority Governor: Mr R Jones;
- Foundation (Anglican): Rev B Clayton, Mr A Crompton; Mr A Holding; Mrs E Johnson.
- Foundation (Methodist): Rev K Hilsden (ex-officio); Mr D Frost; Mr A Lewis and 1 vacancy.

Full Governing Body Meetings

The full Governing Body meets four times in the year (once per term, in addition to their annual Business Meeting). The first meeting early in the Autumn Term is to establish the pattern and focus for the year and then the whole of the Governing Body meets once each term.

All members of the Governing Body sit on one or more committees. These committees meet at least three times each academic year, prior to each termly Governors meeting to enable them to report back to the full Governing Body Governors their delegated powers within their particular area.

Governors are also appointed to act as a link with those teachers who have responsibility in the school for curriculum subjects, as well as for special areas (e. Special Educational Needs) and who lead classes.

A full list of our Governors' additional responsibilities (including membership of committees), Instrument of Governance and attendance can be found on our school website.

Governors are also in regular contact and make regular visits to school. They offer support in relation to specific areas. A list of Governors, their terms of office, positions of responsibility, along with more detailed terms of reference for each committee is available on our school website.

Committee Structure

At Brinscall St John's CE/Methodist Primary School our Governing Body is made up of the following committee structure:

Curriculum and Standards Committee

- Terms of reference were agreed. It has been agreed to combine the previous two committees including the Curriculum Committee and the Standards and Effectiveness Committee. The purpose of amalgamation is to streamline governance processes enabling a more effective committee with greater shared knowledge between governors enabling greater shared action and monitoring. All future Governors impact statements with reference to curriculum, standards and effectiveness moving forward will be covered in the Curriculum and Standards meeting.
- Monitoring the progress of the school improvement plan in the 3 main key areas, namely 1] Writing 2] Assessment within school [It has been recognised that a consistent assessment process is required throughout school in order to properly understand pupils progress and attainment enabling better application of resource and action supporting our children] 3] Courageous Advocacy [fostering a sense of community and responsibility for each child present in school].
The above follows the recommendation of the recent OFSTED and SIAMS inspections within school .
- Anonymised pupil data is shared , Achievements/outcomes are monitored with discussions of plans in order to improve outcomes.
- Governor visiting strategies have been discussed and agreed in order to monitor the effectiveness of governor visits including standard recording of visits for future reference.
- New Insight Assessment tool launched – its impact on the quality of education and staff wellbeing is monitored.
- Whilst pupil attendance is extremely strong Governors continue to monitor attendance and question unexplained absences.
- Safeguarding is addressed and audits are available for inspection. Improvements are noted and monitored including for example the regular Chair of Governors meeting with our Head in order to address all safeguarding matters ensuring all statutory requirements are met . A safeguarding guidance leaflet has now been introduced for all visiting members of the public together with service providers, trades people and the like .
- Governors continue to challenge where necessary ensuring that satisfactory safeguarding procedures are in place.
- Strong academic performance has been celebrated, e.g. year 1 phonics screening and times table checks. The recent SAT results success has been extremely welcomed and is very encouraging.
- Plans for a new English scheme to improve writing within school were shared in line with the school improvement plan.
- Governors continue to monitor all teaching staff changes together with TA's and HLTAs with appropriate questioning in order to better understand the reasons for change and the steps taken to address any issues .

Finance And Staffing Committee

- The governors have worked with the school to achieve the Schools Financial Value Standard accreditation. This standard helps our school to ensure that we meet the basic standards recommended by the government as well as benchmarking our school against others for continual improvement.
- Close links between the Finance and Staffing Committee has been maintained with other committees in order to manage the effective management of the budget. This has included budgeting to inform capital and operating expenditure; supporting financial decisions to maintain a well-balanced budget and the management of finances to enable the provision of all employees within school to support our children and maintain a high quality of education.
- Governors monitor staff well-being, motivation and opportunities for professional development.
- Responsibilities of this committee also includes the monitoring and discussions linked to: staffing (linked to standards, and attainment); capital funding (for larger more costly projects); maintenance costs (to keep our building safe); letting and contract reviews etc.
- Monitoring the effective management of the budget; set the school budget for the financial year and monitor the use of additional grants and funds to support children to overcome barriers to learning (including Pupil Premium, PE and Sports Premium and High Needs). This also includes long-term and short-term budget planning to manage the school funds. This committee considered, and approved, a 3-year budget forecast, taking into review of ways to save money and maximise efficiency and performance have been put into place.

- This committee also monitors the best application of income which is received for specific purposes, including the PE and Sports Grant and Pupil Premium and makes links to other committees (Curriculum and Standards and Effectiveness) to determine the impact of this spending.
- Governors monitor staff recruitment, performance and pay reviews and the school appraisal cycle, enabling our governors to monitor the correlation between the quality of teaching, pupil outcomes and other priority indicators and salary progression. Our Governors take the view that maintaining a high staff to pupil ratio is one of the key elements for a successful school.
- Governors have actively engaged in the positive recruitment of a new head teacher and school business manager and supported new initiatives in the year.
- Financial Policy reviews have been undertaken, which include the school's Pay Policy, thus ensuring accountability, transparency, objectivity and fairness for our staff team.
- Consideration is given to changes to budget provisions and factors likely to affect the budget in future years. This has included the early identification of reduced admissions and therefore funding over the next few years and which early informed decision making is able to be based and plans put in place for possible contingencies.
- Finance have supported the positive integration of the After School Club under the schools control and which will ensure an improved offering to families and ensuring financial stability.
- Transparency provided to Governing Body of the financial challenges over the next few years and agreement of the financial strategy to manage costs prudently without impacting standards or the mental wellbeing of staff. The Finance Committee agreed that the priorities for funding decisions align with those of the Full Governing Body in supporting children; staff; and maintaining vision and standards and which will require continued careful budget management.
- Sustaining the integrity of the vision of St.John's within the level of staffing and 2024/25 budget is a key achievement by the school leadership and staff .

It has been agreed that that the Buildings / Health And Safety Committee will now be amalgamated into the Finance / Staffing And Resource Committee making best use of time and resource . All future Governors impact statements with reference to Buildings / Health and Safety will be taken with Finance .

Buildings Health And Safety Committee

- School has continued to consider further investment and improvement requirements building on the significant investments of recent years .
- Terms of reference were agreed
- Of great significance during 2024/25 our school security has been significantly enhanced with the installation of our secure main gate which can only be entered via communication to school reception [intercom and camera control] . This equally applies to any child or adult wishing to leave the school premises. Unauthorised ingress or egress is therefore strictly controlled. The school perimeter boundaries remain secure at all times.
- Extensive parts of the school have been re decorated, namely year 3 and 4 corridor areas and year 3 classroom. This work has been completed by willing volunteers including Staff, PTA members, Parents, School Caretakers and Governor's , an excellent team working experience. There will be more redecorating work during 2025/2026.
- The Buildings Committee is in the process of extending the playing field lease agreement with BWARA Junior Football Club building on our community school relationships and school benefitting from an excellent maintenance regime.
- During the course of 2024/ 25 it became evident that our fire alarm system was rapidly becoming out dated with various zoning issues. During the course of the 2025 summer holiday period the whole of the fire alarm installation has been replaced which has also included a lock down alarm system should there be any unlikely intruder event . The new installations will now provide a modern effective installation for many years to come.
- Our head teacher has instigated a fantastic Sensory and Reflection Room which has been constructed within Schools reception / year 1 corridor space . An excellent facility for when that quiet calming time is required.
- Looking forward we now have plans to enhance the entrance / access area into school. The small Early Years reception external play area is considered to cramp the main playground access area and school

is engaging with our Architects to see how we can best make use of our main play ground area which has more than ample space to better accommodate the same space which will be directly accessed from the reception / year 1 corridor.

- Governor's continue to collaborate and work to prioritise investment and maintenance where needed ensuring that all expenditure is properly regulated working closely with finance .

It has been agreed that that the Buildings / Health And Safety Committee will now be amalgamated into the Finance / Staffing And Resource Committee making best use of time and resource . All future Governors impact statements with reference to Buildings / Health and Safety will be taken with Finance.

Vision And Values Committee

- Terms of reference were agreed.
- Governors continue to monitor our schools vision and values as school continues to Shine With The Light Of Jesus
- School continues to link our vision and values within our community with school worship and witness within our local Churches with further visits to Hillside Methodist, meeting Church members, etc , There has been a walk of witness and Easter Worship at St Pauls Church.
- Shining Flames continue to be an extremely important part of school life participating and leading in worship. Children share their news with Governors at our regular meetings explaining the activities they have undertaken.
- Governors/ School continue to embrace and engage with our collective Churches and Christian faith within our school continues to be vibrant and visible within the many areas of school and at regular worship times.
- Our Clergy representing our school attend school very regularly leading the schools vision in a collaborative spirit and are regularly in attendance supporting Children, Staff and Parents through the many issues that arise.
- There remains focus and agreement within the committee with regards to planned development and vision for our schools future.
- Governors monitor the progress relating to our recent SIAMS [2024/25] inspection which advises and recommends on steps to be taken .
- The committee continues to support the extension of worship leaders and the involvement of governors in leading meetings and groups in faith and prayer.
- The committee with all stakeholders and working towards developing core values for our school that underpin our vision and culture.

Assessment and Outcomes of School Improvement Priorities for the Academic Year 2024-2025

The School Improvement Priorities for the 2024-2025 academic year are reported below, along with brief evaluation and impact as available.

Key Priority: 1

To Implement an effective assessment policy and procedures which enable all children to secure the best possible outcomes across the whole curriculum

Actions (Brief summary):

Autumn term

- Staff have worked closely with DHT who is assessment lead to develop their subjects assessment procedures on insight
- All staff have completed action plans for their individual subjects these include planning for their assessment process and how that will look for different year groups
- Subject leaders continue to monitor how teachers are assessing on insight and how this reflects the % progress within each year group – this will inform CPD
- All classes have used NFER and test base to complete maths and reading assessments and this consistent approach will allow more accurate assessment process across year groups
- Assessment of SEND provision has improved: annotated support of how and when the intervention has taken place, learning plans now have SMART targets and are changed more frequently to match to the children's needs
- Assessment non-negotiables now in place and being used within all classes

Spring term:

- All subjects now have key learning on insight
- All teachers monitored through insight at the end of aut 2 and data using new system shared with govs in SEC and on HT report for spring.
- HT and DHT attended a conference about curriculum and assessment development.
- DHT has designed now MTP which shows key learning in curriculum subjects and is rolling this out with PSHE for the summer term ahead of full roll out in September
- DHT has designed child friendly knowledge organisers – similar to questful maps, for children to record and review their key learning, starting with PSHE
- DHT has continued to monitor use of insight and its effectiveness

Summer term

- AL monitoring the use of insight and inputting of data
- SL now monitoring effectiveness of their subjects this year and thinking ahead to amendments for next year
- Implementation of new MTP documented following curriculum conference attended
- One staff meeting and one twilight session booked in for Summer 2.
- Knowledge organisers for Y2 upwards implemented and being monitored and evaluated.

Impact :

Development of Assessment Systems and Consistency: In Autumn, staff worked closely with the Deputy Head Teacher (assessment lead) to refine subject-specific assessment procedures using Insight. All staff created subject action plans, detailing assessment processes for different year groups, ensuring clarity and consistency. Assessment non-negotiables were introduced and embedded in all classes, supporting a unified approach.

To enhance accuracy, all classes completed standardised assessments (NFER and Testbase) for maths and reading, enabling reliable benchmarking across year groups. This consistent system improved the quality of pupil progress data and supported evidence-based teaching decisions.

Impact:

- Teachers now have clear expectations and structures for assessment.
- Increased reliability and comparability of assessment data across classes and subjects.
- Improved teacher confidence in making accurate judgments about attainment and progress.

SEND Assessment and Targeted Support: Assessment of SEND provision improved significantly, with annotated records of interventions, clear tracking of frequency and impact, and SMART targets within learning plans. These are updated regularly to reflect pupil progress and changing needs.

Impact:

- Greater precision in identifying gaps and planning interventions for SEND pupils.
- Accelerated progress for pupils with additional needs due to targeted, responsive support.

Monitoring, Data Analysis, and Leadership Development: Subject leaders consistently monitored how teachers assessed on Insight and how this correlated with % progress within each year group. This data analysis informed future CPD priorities. From Spring onwards, all subjects had key learning statements embedded in Insight, enabling more granular tracking of knowledge acquisition.

The Headteacher and DHT attended a curriculum and assessment development conference, strengthening strategic leadership in this area. In Summer, assessment leads (AL and SLs) continued to monitor Insight usage and subject effectiveness, ensuring consistency and planning next steps for improvement.

Impact:

- Stronger subject leadership and accountability for assessment.
- Data is now being used to inform staff training and curriculum planning, leading to targeted improvements.

Curriculum Planning and Knowledge Retention: From Spring, the DHT introduced new medium-term plans (MTPs) to ensure clear coverage and progression of key learning in curriculum subjects, piloting with PSHE before full rollout in September. Child-friendly knowledge organisers, inspired by Questful maps, were developed to help pupils record and review key learning, supporting retrieval and long-term memory. These were implemented in Summer for Y2 upwards, with ongoing monitoring and evaluation.

Impact:

- Pupils are beginning to take greater ownership of their learning through knowledge organisers.
- Teachers have clearer structures for sequencing key knowledge and assessing understanding.
- Curriculum intent and implementation are becoming more consistent and aligned across subjects.

Professional Development and Staff Engagement: Whole-staff involvement in action planning, subject monitoring, and scheduled staff meetings/twilight sessions has ensured that assessment practices are embedded collaboratively. Subject leaders have developed a deeper understanding of how assessment informs teaching, allowing them to lead improvements confidently.

Impact:

- Increased staff ownership of subject development and assessment processes.
- Enhanced leadership capacity and subject expertise across the school.

Overall Impact

The work undertaken this year has resulted in:

- **More accurate and consistent assessment data across all year groups and subjects.**
- **Improved SEND tracking, leading to more responsive and effective interventions.**
- **Stronger subject leadership, ensuring accountability and continuous improvement.**
- **Curriculum development aligned with assessment, with tools such as knowledge organisers supporting retrieval and progression.**
- **A foundation for fully embedding a knowledge-rich curriculum and coherent assessment system from September onwards.**

Key Priority: 2

To develop and embed highly effective models for the teaching of writing so that outcomes are consistently high across the school enabling children to achieve at least national expectations at the end of Key Stage 2

Actions (Brief summary):

Autumn term:

- Updated and amended write stuff planning to better fit the needs of chn within each class
- Regular handwriting practice in place every morning as part of early bird task within all classes
- Clearer modeling of writing and this is expressed across all year groups
- Consistent reminders to chn of writing expectations within all lessons not just English lessons
- Monitoring writing within all subjects to develop children's consistency
- Classroom environments have been developed to provide chn with further support to enhance their learning
- Non negotiables for writing, GPS and handwriting in place and being followed
- Deployment of TA to support all children is better across classes
- Chn are beginning to independently access their own resources as and when needed
- Maintained pace through genres better by following the genre overview
- Encouraged and reinforced the importance of handwriting within all subjects
- Assessed children working below and planned/delivered interventions to ensure rapid improvement by these children
- Adapted timetable to ensure time to practice GPS skills
- Marking – feeds into AFL and future lessons
- Development of English working wall – inc sentence stacking and writing models to support children
- Implemented on the spot marking to deliver immediate feedback to the children

Spring term:

- Teachers attended CHIP moderation cluster for writing
- DHT and senior teacher attended a course 'Think like a moderator' linked to writing across the school, specifically Y6
- SLT completed full English book look and independent write in January, further follow ups and development points have been given
- Next steps for Y4 and Y5 witting in place following book look to enhance amount of writing
- Individual targets set for children as needed within pupil progress meeting
- Further writing opportunities and plan for independent writes in place for Y6 from 10.3.25
- Implementation of working walls/learning environment expectations implemented and monitored Jan onwards

Summer term:

- Writing moderation booked for week before assessment week in summer 2
- SLT completed writing moderation with Y5 and Y6 books
- Additional support been put in place for Y4 and Y5 for meeting ARE
- Discussion about writing moving forward discussed with Teachers and TAs
- Meeting with LCC English team, training booked and delivered 4.6.25
- LCC Talk programme booked for Y6, Y5 and Y2 from September
- Support through KR as English lead and previous moderator

Impact :

The impact on attainment has not been as strong as we had hoped, writing will remain on the school improvement plan and we have made the decision to move back to the Lancashire writing scheme to better support our children and teachers.

Handwriting and Presentation: Daily handwriting practice during early bird sessions and the reinforcement of high presentation standards across the curriculum have significantly improved the fluency and legibility of pupils' handwriting. This has reduced barriers to composition and increased pride in work. Pupils now consistently apply these skills in all subjects, not just English.

Impact: Books show a marked improvement in handwriting and presentation across year groups, with pupils demonstrating greater pride and consistency in their work.

Pupil Independence and Engagement: The development of classroom environments, including working walls and writing models, alongside the promotion of pupils accessing resources independently, has empowered learners to take ownership of their writing. On-the-spot marking and immediate feedback have enhanced pupil engagement and accelerated progress, enabling misconceptions to be addressed promptly. Individual targets set during pupil progress meetings have supported personalised learning, motivating pupils to achieve their goals.

Impact: Pupils are more confident, resilient writers who are able to independently improve and edit their work, demonstrating increased engagement in writing tasks.

Support for Lower-Attaining Pupils: Focused interventions for pupils working below ARE were implemented early in the year, supported by adapted timetables for GPS practice. Additional provision for Y4 and Y5 during the summer term ensured these pupils were better equipped to meet expectations. Planned independent writing opportunities for Y6 have strengthened writing stamina and preparedness for end-of-key-stage assessments.

Impact: Pupils at risk of underperforming have made accelerated progress, with gaps closing for disadvantaged and lower-attaining learners.

Key Priority: 3 RE & Personal Development

To continue to develop courageous advocacy within the children by ensuring that they are enabled to make a highly positive, tangible contribution to the life of the school and/or the wider community.

Actions (Brief summary):

Autumn

- School council meetings: selling hot choc and visiting the community to make better links with our community
- Children's voice acted upon – galloways bright star day
- Children's voice within individual classes – classroom layout, colour choices, books within reading corner, reflection areas
- Celebrated through values award – children's choice of privileges
- Clubs chosen by children – film, lego
- Millfield connections – came to watch the nativity, visited on world kindness day – spread the kindness, sent Christmas cards from Y1 children
- Thinking about the wider world – Rev Ben visiting to discuss other religions
- Taken children to sports festivals to develop sportsmanship
- Pupil voice for individual subjects and curriculum development
- Eco council meetings XX
- Online safety champions created work for the main entrance display, and posters about how to stay safe online
- Arts council - AACC reps collating ideas for what to do this year. AACC working together on how to implement the ideas. Timetable and ownership of implementing ideas.
- School council: Feedback on behaviour and policies. Wrote to local businesses. Hot choc sale to raise money for school funds
- Invited local nursery to watch the nativity – Also visited on world kindness day
- Y2 chose a charity to raise money for during infant nativity
- Worships inc the wider community – local person who achieved an MBE, Bishop Phillip
- Shining flames – leading worship and making decisions about what to discuss, development of shared reflection spaces and prayer areas across school, visiting other schools to share good practice and implement this within our school, attend children conference at St James' Primary.

Spring

- Year 3-5 shining flames visited Coppull Parish and met with their Kingdom team – they shared ideas and brought back to school the idea of a weekly prayer on the newsletter and new songs for worship.
- Year 5 reflection leaders attended the conference at St James' Chorley on Tuesday 4th – All about Prayer and how we can pray in various ways through explore, chat, create, chn to now plan a prayer space day for whole school in summer 2
- Year 6 shining flames met with an artist and discussed work within the hall and to revamp the prayer space outside, we are going to meet with another artist before making decisions on next steps.
- ECO council created posters about pollution for outside in response to parents arriving earlier and leaving their engines on.
- A child in Y2 decided to donate her birthday money to two different charities to help make a change
- All teachers attended courageous advocacy training – within in this we discussed things that can happen beyond the cake sale. Thinking about how to build CA into the curriculum, this is something that will be developed further in summer term planning for September.
- Whole school is currently taking part in Diabetes UK 62 miles in March, raising awareness
- Year 5 and 4 shining flames delivered a worship all about Lent and Y5 are delivering worship in the coming weeks to support World water day.
- Arts council: Improv Club (drama) run by Tess from the AACC. Art competition. Tried to implement children handing in artwork for display on our AACC board but didn't take off (possibly because of the art competition) Art and Culture Class Challenge. Increase participants in Improv Club (open up to Y3/4) They want to refresh the Big Story artwork in the hall (may need to be postponed to summer term to give staff more notice)
- School council: Had visit from local businesswoman. Visited local businesses
- Online safety champions: Planned and delivered online safety assembly, updated school website for parents about online safety, started to put a plan together to make online safety more prominent on the school weekly newsletter.

Summer term

- School council supported changes/ updates to the behaviour policy
- Started working towards the LCC behaviour quality mark
- Shining flames attended VE celebrations at the Methodist hub
- Bishop Phillip and Iain Parks booked in for reflection day which is being planned by Shining flames
- Online champions shared posters around the village to raise awareness

- Within curriculum planning – ways to embed courageous advocacy will be explored more to see how it fits in more fluidly
 - Meetings with all leadership teams continue to run and develop
- Interview day booked in for our Y5s in the Summer 2 term.

Impact:

Pupil Voice and Decision-Making: Throughout the academic year, the school placed a strong emphasis on embedding pupil voice, fostering leadership opportunities, and strengthening community links. These actions have contributed to improved engagement, ownership of learning, and development of personal and social responsibility across the school. From Autumn, pupils were actively involved in shaping their school experience. Through school council meetings and classroom-level decisions (such as layout, reading corner choices, and reflection areas), pupils developed a sense of agency and responsibility. Children's voices were acted upon in initiatives such as *Galloways Bright Star Day* and the selection of clubs like Lego and film club, reflecting pupil interests and promoting inclusivity.

By Spring, subject-level pupil voice was gathered to influence curriculum development, ensuring that children's perspectives were considered in teaching and learning design. Additionally, Arts Council and Online Safety Champions worked on creative and digital projects, giving pupils ownership of key areas of school life. In Summer, school council contributions to behaviour policy updates demonstrated the value placed on pupil feedback in shaping whole-school systems.

Impact:

- Pupils feel listened to, valued, and empowered to influence decisions.
- Increased engagement and motivation as pupils see their ideas implemented.
- Development of leadership skills, confidence, and teamwork across different pupil groups.

Leadership Development and Responsibility: Leadership opportunities were embedded through groups such as Shining Flames, Eco Council, Arts and Culture Council (AACC), and Online Safety Champions. These groups led initiatives including:

- Shining Flames: Planning and leading worship, developing shared reflection spaces, and attending conferences to bring back ideas for whole-school prayer initiatives.
- Eco Council: Designing posters to address pollution and promoting environmental responsibility.
- Online Safety Champions: Delivering assemblies, updating the school website, and producing awareness materials for parents and the wider community.

Over time, these groups grew in responsibility, demonstrated in actions like leading worship on global themes (Lent, World Water Day), planning a prayer space day for the summer term, and implementing courageous advocacy beyond fundraising, supported by staff training.

Impact:

- Pupils have developed leadership, problem-solving, and public speaking skills.
- Increased awareness of social, environmental, and digital safety issues among the whole school.
- A culture of pupil-led initiatives has become embedded, fostering independence and responsibility.

Community Links and Social Responsibility: Autumn saw strengthened community engagement through activities such as hot chocolate sales to raise funds, Christmas card projects, and visits to and from Millfield and local nurseries. Community members, including local business representatives, were invited into school, and pupils engaged in charitable work, such as Y2's chosen charity during the infant nativity.

This focus continued in Spring and Summer with pupils raising awareness through campaigns like Diabetes UK's 62 Miles in March, attending VE Day celebrations, and discussing courageous advocacy at conferences. Partnerships with church representatives (Rev Ben, Bishop Phillip) and artists for prayer space development provided opportunities for spiritual and cultural enrichment.

Impact:

- Stronger relationships between the school and the local community.
- Pupils understand their role in contributing to society and supporting others.
- Increased participation in charitable and advocacy projects, reinforcing the school's Christian values.

Spiritual, Moral, Social, and Cultural (SMSC) Development: Visits from faith leaders, discussions around other religions, and participation in worship planning have enhanced pupils' spiritual and moral understanding. Reflection areas and planned prayer space events offer opportunities for personal reflection and growth. Through community and charity work, pupils have developed empathy, respect, and responsibility.

Impact:

- Pupils demonstrate a greater understanding of diversity, respect for others, and commitment to making positive changes.
- Enhanced opportunities for SMSC development contribute to personal well-being and preparation for life beyond school.

Curriculum Enrichment and Cultural Capital: Through arts initiatives, sports festivals, and opportunities like Improv Club, pupils accessed a wider range of experiences beyond the classroom. Engagement in these enrichment activities promoted creativity, collaboration, and resilience.

Impact:

- Broadened pupils' horizons, increased confidence in creative and physical domains.
- Greater inclusivity by providing choice-led enrichment activities.

Overall Impact: *The actions implemented across the three terms have created a school culture where pupil voice is central, leadership opportunities are widely accessible, and community engagement is embedded. Pupils now see themselves as active contributors to school life, decision-making, and the wider community. This has resulted in:*

- *Increased confidence, responsibility, and sense of belonging among pupils.*
- *Strengthened relationships with local organisations, businesses, and faith communities.*
- *A clear framework for embedding courageous advocacy and SMSC development into the curriculum.*
- *Pupils demonstrating readiness for the next stages of their education, equipped with leadership skills, resilience, and a strong moral compass.*

Other Areas for focus within our School's Improvement Development Plans for 2024/2025 have included:

- To continue to develop, and consistently promote, the extensive personal development of children by: Develop further pupils' resilience and independence in their learning, through embedding and further developing The Great Teaching Programme approach through an evidenced based approach towards teaching and learning throughout school.
- To further develop the leadership team, subject leaders and roles of the governing body.
- Our EYFS Curriculum plan continues to be embedded to ensure that it meets the needs of our children and supports all children to build on knowledge from their original starting points
- Continue to embed a curriculum which enables children to secure knowledge through an exciting, challenging offer.

Staff Development and Training

The school team have again embraced a wealth of training and professional development throughout the year.

The Governing Body, Headteacher, Senior Leadership Team and all members of staff are constantly striving to improve and develop our school. Many events and activities take place both inside and outside of the school day. Please see below a brief outline of the many events which have taken place during this year. Thank you to all staff, external partners and volunteers who have supported our children with these.

Other events have included:

1. Physical Activity & Healthy Lifestyles

- Continued development of a variety of inclusive sports clubs and activities, replacing traditional competitive events with festivals to encourage participation (e.g., Reception Class Balance Bike Festival).
- Clubs offered free of charge using CSSP support, including KS1 Dance Club (before school) and Invasion Festival.
- Additional CSSP-led activities: Year 5 & 6 Sports Hall Athletics.
- Clubs and activities designed to enhance pupils' understanding of physical health and maintaining an active lifestyle.
- Success in national recognition: maintained Platinum Sainsbury's School Games Award for 2024/25.
- Effective use of School Sports Premium Funding and significant staff volunteer support.
- Lunchtime enrichment: Additional staff presence to promote physical activity and active play.
- Active learning embedded in lessons with movement breaks during long sessions, utilizing outdoor spaces to re-focus learning and support mental well-being.

2. Enrichment Opportunities & External Providers

- Partnerships with external providers introduced diverse experiences:
 - Rocksteady Music School, Lego Club, Jam Coding, Spanish, and Judo sessions.
- Online Safety Champions worked closely with the Online Safety Lead to deliver key safety messages and raise awareness of online and offline risks.
- Equality and diversity awareness promoted through:
 - Odd Socks Day, Diversity Week, and Mental Health Week.
 - Events included parent showcases, allowing families to engage with children's learning firsthand.
- Pupils' personal achievements, determination, resilience, and courageous advocacy recognized in worship sessions and on the Courageous Advocacy display.
- Fundraising initiatives such as bake sales highlighted pupils' social responsibility.

3. Community, Charity & Citizenship

- Focus on eco-awareness and stewardship of the environment.
- Strong pupil-led charitable initiatives:
 - Chorley Help the Homeless: significant donations during Harvest Festival and ongoing support via a school collection point.
 - Pupil-led worship during Harvest to promote donations for local food banks.
- Development of civic responsibility:
 - Links with Millfield Centre (Day Care for Dementia) – including Nativity performance visits and Christmas celebrations.
 - Debt Aware program for Years 5 and 6 – building understanding of work, budgeting, and banking.
- Excellent inter-year relationships:
 - EYFS–Year 6 buddy system fostering care and mentoring.
 - PALS training in Year 6 to encourage playground leadership and positive play.

4. Faith, Reflection & Values

- Shining Flames faith group actively leading worship and supporting the Worship Leader; children developed confidence and leadership skills.
- Reflection Days incorporated for spiritual and emotional growth.
- Worship themes included equality, resilience, and courageous advocacy.

5. Family & Staff Engagement

- Regular signposting for Free School Meal (FSM) holiday support via newsletters and school website.
- Emotional well-being support for staff and families:
- Guardian Angels initiative continued for staff well-being and social connection outside of work.

- Positive staff relationships supported through professional development and collaborative opportunities.

6. Trips, Visits & Experiences

- **Christmas Christingle Service** at Hillside Church with school choir participation.
- **Travelling Science Show** (funded by donations).
- **KS2 classroom redecoration** to improve learning environments.
- **PTFA-organized events:**
 - Infant and Junior Discos.
 - Summer Fair (21.6.25) raising £1,200+.
 - Colour Run at Brinscall Beer Festival.
 - Chocolate Bingo, Break the Rules Day, Kindness Disco.
- **Key experiences included:**
 - World Book Day celebrations with author visit.
 - Reception Class village walk to post office (6.3.24).
 - Cross Country Fun Run at Astley Park, Chorley.
 - Junior performance: "I'm a Celebrity, Get Me Out of Here!".
 - Duck Race Competition and logo design.
 - Fire Safety talks for Year 2 & Year 6.
 - Sports Week with multiple activities.
 - Guitar assembly and Judo assembly.

7. Charity, Community & Family Engagement

- Coffee mornings:
 - Grandparent's Coffee & Cake event – 276+ attendees; feedback collected and structure refined for future sessions.
 - Winston's Wish & St Catherine's Hospice coffee morning – raised over £200.
- Parent showcases for Diversity and Friendship Weeks, enabling parents to view work face-to-face or via Seesaw.
- New notice boards installed at Hillside Church and outside school for community information sharing.
- Year-group worship highlights: Year 3 worship, Year 6 Remembrance worship, Year 4 Advent worship.
- Ongoing Help the Homeless support initiative.

8. Cultural & Awareness Events

- Chinese New Year celebrations (Years 3 & 4).
- International Women's Month Afternoon Tea for EYFS & KS1.
- Bright for Sight Day organized by Year 6.
- 62 Miles in March Challenge for Diabetes UK – featured in Lancashire Post.
- Men's Health Week celebrations.

9. Academic, Creative & Leadership Development

- Science Week: introduced the first-ever Science Fair.
- Artistic opportunities for Year 6.
- School council engaged with local businesses.
- Shining Flames visit to Coppull, and participation in VE Day event at Methodist Hub.
- Y5/Y6 pupils read to children at Nature Trail Nursery.
- EYFS Stay-and-Play events for family engagement.
- Updated classroom signage linked to school strap line for consistent values messaging.