



Annual Report and Governors Impact Statement for the Governing Body of Brinscall St John's CE/Methodist Primary School School Year 2025-2026

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.

SATs and Test Results 2025-2026

In our Early Years and Foundation Stage (EYFS) 2026	
18 Pupils	83% of children achieved a Good Level of Development (% Expected in Prime/Literacy and Mathematics)

KEY STAGE 1 (Teacher Assessment)

21 Pupils	% KS1 pupils achieving Expected standard or above	% KS1 pupils achieving high level of attainment
Reading	70%	15%
Writing	55%	20%
Maths	70%	20%
Science	90%	
Reading, Writing and Maths (RWM) combined	55%	15%

PHONICS TEST RESULTS:

Year 1 Phonics Screening Test Result 2026: 81% achieved expected standard.

Year 2 Phonics Screening Retest Result 2026: 67% achieved expected. 2/3 chn

Multiplication Tables Check (MTC) 2025-2026:

Year 4 MTC: Mean Score: 16.7 Percentage achieved 25/25: 13%

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)	81%	32%	N/A	109
Writing (Teacher Assessment)	71%	10%	N/A	N/A
Grammar, Punctuation and Spelling (Test)	84%	29%	N/A	N/A
Reading, Writing and Maths combined (RWM)	61%	0%	N/A	N/A
Maths (Test)	77%	13%	N/A	106
Science	90%		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 2026, 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 N Heyes; 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

- **Understanding and responding to Ofsted changes**

Governors developed their understanding of the changes to Ofsted arrangements, including the move away from grading towards the new report card system and the increased emphasis on understanding the experience and learning of individual pupils. Particular consideration was given to adaptive teaching and the new approach of case sampling. The Committee has challenged and supported the school in considering how learning and pupil progress can be effectively demonstrated and children can fluently articulate what they've learned

- **Strengthening governor monitoring of the curriculum**

The Committee agreed to re-establish subject governor "walk rounds" to provide governors with first-hand evidence of curriculum provision and teaching. Governors will have opportunities to observe core subject teaching and link their monitoring to Subject Leader Development Plans. A specific writing walk round is planned for September 2026

- **Curriculum, assessment and subject leadership**

The Committee has monitored the continued development of curriculum and assessment procedures, including the implementation of adaptive teaching, subject Leader development plans and how assessment demonstrates the impact of what is being taught.

- **Writing & Pupil Progress**

This has remained a key area for improvement throughout the year. Governors have monitored the school's response to lower writing outcomes, particularly in Year 6. Targeted teaching and intervention have been put in place, supported by detailed tracking of identified weaknesses. By June, the Committee was able to note that significant progress had been made this was further reflected in positive SATS results. The appointment of a Year 6 teacher with previous Lancashire writing moderation experience for 2026/27 is expected to provide further expertise and support for continued improvement. The Committee also noted that mathematics remained strong across the school and that reading was generally making solid progress.

- **Christian distinctiveness**

Governors identified the importance of ensuring that curriculum and teaching remain clearly connected to the school's vision and Christian values. The planned renewal of the school values should enable the school values to become more integrated into the wider curriculum helping to demonstrate the school's Christian distinctiveness more effectively

- **Attendance and pupil welfare**

Attendance has remained a strength, with whole-school attendance recorded at approximately 97% and consistently described as well above national figures. The Committee recognises the particular challenges around holiday absences. Governors have monitored attendance closely, including persistent and irregular absence, with appropriate follow-up, communication with parents, support and fines where necessary

- **Behaviour and policy oversight**

Governors reviewed the Behaviour Policy during the year and monitored the schools plans to apply for the behaviour mark award. This forms part of the Committee's continuing oversight of pupil welfare and the school's positive behaviour provision

Resources 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 for good financial health and resource management as well benchmarking our school against others for continual improvement.

- Close links between the Resources Committee (formerly Buildings & Finance) 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.
- 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 both with term time but also during holiday periods.
- 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 2025/26 budget is a key achievement by the school leadership and staff.

Vision And Values Committee

Throughout 2025/26, governors have maintained a strong strategic focus on ensuring that the school's Christian vision, 'Shine with the Light of Jesus', is increasingly visible, understood and lived out across the whole school community. The Christian Vision and Values Committee has provided regular challenge and support around worship, pupil leadership, courageous advocacy, spiritual development and the review of the school's core values.

- A significant focus has been the review and redevelopment of the school's Christian values. Feedback was gathered from pupils, staff, parents and governors, with the findings informing the identification of six refreshed values: Kindness, Respect, Resilience, Courage, Friendship and Forgiveness. Governors have been involved throughout this process and have monitored preparations for their whole-school launch in

September 2026. Work has also begun to ensure that the new values are not simply displayed, but are deliberately woven through worship, behaviour, curriculum planning, spiritual development and the wider life of the school.

- The role of the Shining Flames pupil ethos group has continued to develop significantly. Pupils have increasingly taken responsibility for planning and leading worship, contributing their views to governors, acting as positive role models and participating in courageous advocacy. Their involvement in Easter Worship, Education Sunday, the annual children's conference and community and church events has provided meaningful opportunities for pupils to live out the school's vision and develop as young leaders. Governors have also considered how participation can be broadened further, including raising aspirations amongst boys to become future Shining Flames.
- The school has continued to strengthen its partnership with its churches and the wider Christian community. Messy Church has attracted up to 50 children, importantly reaching some families who do not regularly attend either church. Pupils have participated in church and community events, while support from Blackburn Diocese and the Methodist Circuit has provided valuable challenge, expertise and professional development. This has included spirituality training, Godly Play CPD and attendance at the Heads and Incumbents' Conference.
- Spiritual development has become increasingly visible and intentional across school. Reflection spaces have been developed, the school vision is prominently displayed throughout the building, and the school's approach has been recognised externally, with its vision signage shared by Blackburn Diocese as an example of good practice during Foundation Governor training. Reflection Days, worship planning and staff development have further strengthened understanding of how opportunities for spirituality can be created throughout school life.
- Governors introduced 'Documenting Our School Story' as a standing committee item during the year. This has enabled the school to capture more systematically the cumulative impact of its Christian vision and values, including pupil leadership, worship, courageous advocacy, pastoral support, community engagement and spiritual development. This provides an increasingly strong evidence base demonstrating how the school's Christian foundation shapes its culture and the experiences of pupils and families.

The school's Christian vision is increasingly embedded within its culture rather than being confined to worship or discrete activities. Pupils have greater opportunities to lead, serve others, reflect and put their faith and values into action; partnerships with churches, families and the Diocese have strengthened; and governors have a clearer framework through which to monitor and evidence the impact of the school's Christian distinctiveness. The development and launch of the refreshed values provides a strong foundation for 2026/27, with a clear focus on ensuring that every member of the school family is supported to 'Shine with the Light of Jesus'.

Assessment and Outcomes of School Improvement Priorities for the Academic Year 2025-2026

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 strengthen assessment practices in non-core subjects, with a focus on both summative assessments and ongoing formative assessment for learning (AfL).

Actions (Brief summary):

Autumn

- New MTP front page plans introduced to include key info teachers need – staff meeting used in the summer term with new staff to share this
- Learning objectives link to key learning
- Staff meeting for Science – looking at prior knowledge quiz at the start of each session.
- Subject leader development plans changed to link more specifically to needs within own subject

Spring

- Adaptive teaching CPD lead by LCC SEND team for all teachers – SLT then shared this with TAs in TA meeting

- Learning walks with a focus on adaptive teaching and fundamental skills
- SLs development plans for Spring 1 focused on adaptive teaching and fundamental knowledge within their subject area.
- Development of knowledge, skills and vocabulary documents to support teachers understanding and sequencing of subjects and build ups.
- Planning in non-core subjects has been monitored by subject leaders
- Development of progression with the EYFS has begun – developing a clear understanding of the why.

Summer

- Strong foundations CPD lead by JO
- What is 'typical' training lead by JO – Started to look as leaders and staff what typical looks like within each subject, ensuring continuity
- SLs development plans continue to show impact of their leadership on focused areas
- Planning and sequencing continue to be monitored
- Looking at impact of KO or how we record assessment in foundation subjects as we move into Sept – eg 2 page spread – moving the focus away from activity
- Feedback given across school around the importance of quality feedback to move learning forward
- Working walls reflect stronger standards within all classes
- Use of insight to monitor children is better – this needs to be considered in the handover process and ensure gaps are not missed

Impact :

Improved Curriculum Planning and Assessment

- New planning formats have provided teachers with clearer guidance on key knowledge, vocabulary and intended learning outcomes.
- Greater consistency in curriculum sequencing has been established across classes.
- Teachers have an improved understanding of progression within subjects, particularly through the development of knowledge, skills and vocabulary documents.

Stronger Teaching and Assessment for Learning

- Staff confidence in adaptive teaching and formative assessment has increased following whole-school CPD, this will be developed further throughout 26-27.
- Learning walks show teachers are making more effective use of:
 - Prior knowledge retrieval.
 - High-quality questioning.
 - Responsive teaching to address misconceptions.
 - Feedback that moves learning forward.
- Working walls now better support pupils to recall previous learning and understand the learning journey.

Increased Subject Leadership Capacity

- Subject leaders' development plans are now more sharply focused on the priorities within their own subjects.
- Monitoring activities, including planning scrutiny and learning walks, are informing future actions more effectively.
- Subject leaders have a stronger understanding of progression from EYFS to Year 6, supporting curriculum continuity.

More Effective Use of Assessment Information

- Leaders have begun to develop a shared understanding of what 'typical' attainment looks like within each foundation subject.
- Improved use of Insight enables leaders to identify gaps in learning more effectively.
- Stronger assessment information is supporting more meaningful pupil progress discussions and improved transition between year groups.

Overall Impact

- There is a stronger focus on pupils acquiring and retaining key knowledge rather than simply completing activities.
- Assessment practices in non-core subjects are becoming more consistent and purposeful across the school.
- The quality of teaching, curriculum planning and assessment has improved, providing a secure foundation for the next stage of development.

Next Steps

- Introduce a consistent whole-school approach to recording assessment in foundation subjects.
- Continue to refine assessment systems to ensure information is used consistently to inform teaching, identify gaps and strengthen pupil outcomes.

Key Priority: 2

To develop a new whole-school approach to writing will be introduced through the implementation of the Talk Programme, aiming to enhance pupil engagement and outcomes in writing.

Actions (Brief summary):

Autumn

- AL has led two CPD sessions looking at initial writing feedback, quality in books and the move over to Lancs English and then looking at levelling of writing and what to look for
- Insight has been updated with Lancs expectations and our non-negotiables for each year.
- SLT have completed book look and given feedback specifically linked to adaptations for other groups.
- Y6, Y5, Y2 teachers have attended their first Lancs TALK session

Spring

- All teachers have attended CHIP writing moderation – assessments are accurate and progress can be seen within books
- Y6,Y5,Y2 have continued to attend training for TALK within LCC, and are feeding this learning into their practice and sharing with others. Y1, Y3, Y4 booked for next academic year.
- SLT have completed book look and given specific feedback
- School advisor and AL completing full book look in English in March
- Guidance provided for staff in planning and evidencing cross curricular writing opportunities.
- Improvements in writing starting to be seen within book looks but has not yet come through assessments – Spring data not in yet

Summer

- All staff have taken part in internal writing moderation – 13.5.26 and will complete a second CHIP moderation on 16.6.26
- Y2 and Y6 teachers have continued to attend TALK training and now have detailed planning for a whole year which has been saved on the server and shared with all staff as good practice.
- Y5 TALK programme attended and information saved – TAB attended the last session
- Y1, Y3 and Y4 TALK programme booked and budgeted for for next year so all schools have attended.
- JO and HP are working together to create a strong writing plan for EYFS based on good practice, Strong foundations and the new writing framework
- AL to conduct a pupil voice across school in June

Impact

Improved Quality of Writing

- The introduction of Lancashire English expectations and the Talk Programme has begun to strengthen the teaching of writing across the school.

- Book scrutinies show improvements in the overall quality of pupils' writing, including increased independence, stronger sentence construction and greater application of grammar, punctuation and spelling skills although this is still very much developing.
- Cross-curricular writing opportunities are becoming more purposeful, enabling pupils to apply their writing skills across a wider range of subjects.

Increased Staff Expertise

- Staff confidence in assessing writing has increased through regular moderation, CPD and collaborative professional dialogue.
- Internal and external moderation has confirmed that teacher assessment is accurate and consistent across the school.
- Teachers have developed a clearer understanding of age-related expectations and the progression of writing skills.

Successful Introduction of the Talk Programme

- Teachers participating in the Talk Programme have successfully embedded elements of the approach into their classroom practice.
- High-quality planning has been developed, shared and stored centrally, providing a valuable resource to support consistency across year groups.
- Good practice is increasingly being shared between staff, ensuring the impact of the programme extends beyond those directly attending the training.
- The school is well placed for full implementation, with all remaining year groups booked onto the programme during the next academic year.

Strengthened Leadership and Monitoring

- Regular book looks and monitoring have provided clear feedback to staff, leading to improvements in teaching and adaptive practice.
- Writing is now monitored more consistently across the school, with a sharper focus on supporting all groups of learners.
- Leaders have developed clearer guidance for planning and evidencing cross-curricular writing, improving consistency across the curriculum.

Early Signs of Improved Outcomes

- Improvements in pupils' writing are increasingly evident within books, although these are not yet fully reflected in assessment data due to the stage of implementation.
- Pupils demonstrate greater confidence and stamina when writing, with stronger evidence of editing and improving their own work.
- The foundations have been established for sustained improvements in writing outcomes over the coming academic year.

Overall Impact

- The school has established a clear and consistent direction for the improvement of writing through high-quality professional development, robust moderation and the phased introduction of the Talk Programme.
- Teacher confidence and consistency have improved significantly, and early evidence from monitoring demonstrates that classroom practice is becoming more effective.
- With all year groups due to receive Talk Programme training and a strengthened EYFS writing approach in development, the school is well positioned to secure long-term improvements in writing attainment and progress across all phases.

Next Steps

- Complete the rollout of the Talk Programme by ensuring all remaining year groups access training and fully implement the approach from September.

- Embed the Talk Programme consistently across the school, ensuring fidelity to the approach while sharing best practice between year groups.
- Continue regular internal and external moderation to maintain accuracy and consistency in teacher assessment.
- Further develop the EYFS writing curriculum, ensuring strong foundations are established that align with the Talk Programme and the new writing framework.
- Strengthen opportunities for high-quality writing across the wider curriculum so pupils apply writing skills confidently in a range of meaningful contexts.
- Monitor the impact of the Talk Programme through book looks, pupil voice, lesson visits and assessment data to ensure improvements in classroom practice translate into sustained gains in pupil outcomes.
- Continue to refine adaptive teaching strategies within writing to ensure all groups of pupils, particularly those with SEND and disadvantaged pupils, make strong progress.

Key Priority: 3

To work towards achieving the Behaviour Quality Mark, demonstrating a whole-school commitment to exemplary behaviour and positive relationships, promoting a culture of courageous advocacy where pupils and staff champion fairness, respect, and inclusion within the school and wider community.

Actions (Brief summary):

Autumn

Behaviour policy and expectations have been shared with new staff
 New lunchtime structure has been set up and seems to help children feel more settled at playtimes
 AL attended next course on 11.11.25 and is due to deliver staff meeting before Christmas.
 Staff and Parental questionnaires have been sent out
 New learning mentor has specific friendship groups and other nurture/ semh groups to support positive well being

Spring

Review of the behaviour policy currently in process
 Behaviour CPD delivered and focus on the 3 main goals – Respect for all, shine with the light of Jesus and helpfulness – Focus within class worship sp 2, on newsletter and within the living the values award – This was also shared with TAs in the Thursday meeting
 Learning mentor and FSW continue to have positive influence for our families and children
 AL and JO to visit moderators school in the coming weeks
 Pupil voice on behaviour being conducted on 24.2.26
 SLT continue to support lunchtime routines with a change of staffing

Summer

Classes have been looking at different behaviours and how they look in school
 Values award on a Friday has been linked to showing this behaviour
 Behaviour policy has been consulted and agreed with children, staff, parents and gobs
 AL has attended BQM training and awaiting date to meet with our advisor
 AL and JO have met with lunch staff to talk about productive lunchtimes to ensure positive behaviour – wk bg 18.5.26
 Pupil voice (PAQ) completed and analysed – outcomes shared at Curriculum meeting
 FSW and nurture sessions continue to have a positive impact on our children and families

Impact:

A Stronger Behaviour Culture

- Behaviour expectations are now more consistent across the school, with staff having a shared understanding of routines, language and high expectations.
- The revised lunchtime structure has created a calmer and more purposeful environment, supporting pupils to feel settled and reducing low-level incidents.
- Behaviour is increasingly recognised as everyone's responsibility, with consistent messages reinforced through assemblies, class worship and everyday interactions.

Positive Relationships and Wellbeing

- The work of the Learning Mentor and Family Support Worker has had a significant impact on pupils' emotional wellbeing, friendships and readiness to learn.
- Targeted nurture groups and social skills interventions have supported vulnerable pupils, leading to improved confidence, relationships and classroom engagement.
- Strong partnerships with families have enabled early intervention and more effective support for children experiencing social, emotional or behavioural difficulties.

Values-Driven Behaviour

- The school's Christian vision and values are now more explicitly linked to behaviour expectations.
- The focus on Respect for All, Shine with the Light of Jesus and Helpfulness has strengthened pupils' understanding of positive behaviour and their responsibility towards others.
- Friday Values Awards celebrate pupils who consistently demonstrate these behaviours, reinforcing positive role models across the school.
- Pupils are increasingly able to articulate how the school's values influence their choices and interactions with others.

Leadership and Stakeholder Engagement

- The behaviour policy has been reviewed through consultation with pupils, staff, parents and governors, ensuring it reflects the needs and values of the whole school community.
- Staff training has improved consistency in behaviour management and increased confidence in responding appropriately to different situations.
- Pupil, parent and staff voice has provided valuable evidence to inform ongoing improvements and demonstrates high levels of confidence in the school's approach.

Progress Towards the Behaviour Quality Mark

- Significant progress has been made towards achieving the Behaviour Quality Mark through strengthened systems, leadership and evidence gathering.
- Monitoring, pupil voice and stakeholder feedback demonstrate a positive behaviour culture where pupils feel safe, respected and valued.
- The school continues to build a culture of courageous advocacy, encouraging pupils to demonstrate fairness, inclusion, kindness and respect both within school and in the wider community.

Overall Impact

- Behaviour across the school is calm, respectful and increasingly self-regulated, creating an environment where pupils are able to thrive both academically and personally.
- Consistent expectations, strong pastoral support and the embedding of the school's Christian values have strengthened relationships and promoted a positive culture for learning.
- The school is well positioned to achieve the Behaviour Quality Mark, with robust systems, strong stakeholder engagement and a clear commitment to continually developing exemplary behaviour and positive relationships.

Next Steps

- Complete the Behaviour Quality Mark verification process and implement any recommendations from the external assessor.
- Continue embedding the revised behaviour policy to ensure consistency across all areas of school life.
- Further develop pupil leadership opportunities that promote courageous advocacy, peer support and positive role modelling.
- Continue to monitor behaviour through pupil voice, stakeholder feedback and behaviour data to identify trends and inform future developments.
- Strengthen lunchtime provision further by continuing to develop purposeful activities and positive play opportunities.
- Sustain high-quality pastoral support through the Learning Mentor and Family Support Worker, ensuring early intervention remains a key feature of the school's approach.

Key Priority 4: To develop core values that align with the school vision and values, embedding them within the identity of house teams to strengthen community, character development, and a sense of belonging

Autumn

- All you need is LOVE day held near the start of the year
- Worship plans reflect the theme of LOVE and cover all the values
- HT sending out values to all stakeholders at the end of November

Spring

- Questionnaire sent out and feedback received from Staff, parents and governors
- MAST advisor in school on Friday 27.2.26 to support HT with next steps as their school did this recently
- Worship plans feed into theme of LOVE and time to look deeper at the different values
- Artist visit to discuss values art work to be created in the summer term alongside each class

Summer

Values have now been decided and agreed upon

Artwork created and brought to vision and values for approval

New values display created – both of the above to be revealed in launch worship in September

Artist booked for July to complete values artwork with all classes to display

Shining flames applications have been sent out – Y6 shining flames to help us decide

Worship reveal in planning – currently with children and staff how do we shine – govs invited

MAST advisor came in and talked through how her school had embedded new values

JO, BC and KH attended the diocese Headteacher and incumbents day

JO, BC and KH continue to work collaboratively together – worships for the year, key services etc

Impact

A Shared Vision and Identity

- The school has successfully established a new set of core values that reflect and strengthen its Christian vision, ensuring a clear and shared understanding across the school community.
- Extensive consultation with pupils, staff, parents and governors has created a strong sense of ownership and commitment to the values.
- The new values provide a clear framework for decision-making, behaviour, relationships and the wider life of the school.

Embedding Values Throughout School Life

- Worship has played a central role in exploring and developing the school's values, enabling pupils to understand how they relate to everyday life.
- The annual theme of LOVE has provided a strong foundation for introducing and exploring each value in greater depth.
- The launch of dedicated values artwork and displays has created a highly visible reminder of the school's identity and Christian ethos throughout the school environment.

Strengthening Community and Belonging

- Pupils have been actively involved throughout the process, from consultation to the design of the values artwork and the planning of the launch worship.
- The development of the Shining Flames pupil leadership group has strengthened opportunities for pupils to model and promote the school's values.
- The work has further enhanced pupils' sense of belonging and pride in being part of the Brinscall St John's community.

Strong Leadership and Partnerships

- Collaboration with the Methodist Academies and Schools Trust (MAST), the Diocese and local church leaders has ensured the school's values are rooted in strong Christian practice.
- External support has provided valuable guidance on embedding values effectively across all aspects of school life.
- Governors have been involved throughout the development process, ensuring strategic oversight and shared ownership of the school's vision.

Building a Culture for the Future

- The school has established a strong platform for embedding the new values into every aspect of school life from September.
- Plans are in place for values to underpin worship, curriculum development, behaviour, leadership opportunities and celebration of achievement.
- The launch worship will provide a powerful starting point for ensuring every member of the school community understands and lives out the new values.

Overall Impact

- The school has developed a clear, distinctive set of Christian values that authentically reflect its vision to 'Shine with the Light of Jesus.'
- Through meaningful consultation, pupil involvement and strong partnerships, the values have become more than a statement—they are now the foundation for the school's culture, relationships and aspirations.
- This work has strengthened the school's identity, fostered an even greater sense of belonging and community, and provides a clear direction for future school improvement, character development and spiritual growth.

Next Steps

- Launch the new values through the whole-school worship in September, involving pupils, families, governors and the wider community.
- Fully embed the values into all aspects of school life, including behaviour, curriculum, worship, leadership opportunities and celebration systems.
- Develop the role of the Shining Flames as ambassadors who actively promote and model the school's values.
- Monitor the impact of the values through pupil voice, stakeholder feedback and governor monitoring.
- Continue to strengthen partnerships with the church, Diocese and MAST to enrich collective worship and spiritual development.
- Ensure house teams and pupil leadership opportunities increasingly reflect and celebrate the new values, further strengthening pupils' sense of identity, belonging and community.

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

- Reception Multi Skills Club
- KS2 Cross Country
- Netball League
- Free Rugby Sessions (KS2)
- Athlete Reveal Assembly
- Year 6 Inflatable Day

- Children's Mental Health Week activities
- Breakfast Parent Showcase for Children's Mental Health Week

2. Enrichment Opportunities & External Providers

- Travelling Science Show
- Cyber Safety Training
- Coram Life Online Safety Training
- Year 5 & Year 6 Police Online Safety Talk

3. Community, Charity & Citizenship

- Cake Sale supporting Lancashire Teaching Hospitals sponsor a bay
- Children in Need – Sponsored 25K and Non-Uniform Day
- World Kindness Day celebrated by Happiness Heroes around the village
- International Family Day

4. Faith, Reflection & Values

- Harvest Worship led by Year 3
- Remembrance Day Worship led by Year 6
- Easter Worship
- Year 5 Worship
- Year 2 Worship
- Year 4 Father's Day Worship

5. Family & Staff Engagement

- Grandparents' Brunch (EYFS/Year 1)
- Year 6 Stay and Learn Event
- Year 1 Stay and Learn Event
- Year 2 Stay and Learn Session
- Reception Stay and Play
- Reception Stay and Play – Easter Event
- Final Reception Stay and Play Session
- New Reception Parents' Meeting
- Year 6 SATs Information Meeting for Parents
- National Teachers' Day

6. Trips, Visits & Experiences

- Year 5 Anderton Centre Residential
- Year 1 Trip to Ribby Hall
- Year 2 Houghton Tower
- Year 3 Ribchester castle
- Year R Elf forest and ducklings
- Year 6 Robinwood
- Travelling Science Show

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, PTFA

- Chocolate Bingo
- Infant and junior discos.
- Summer fair
- Anti-Bullying Week Parent Showcase

8. Cultural & Awareness Events

- Safer Internet Day
- World Book Day Celebrations and Themed Activities
- International Women's Day Afternoon Tea Event (Years 5 & 6)
- International Men's Day
- Love in the Community (Years 5 & 6)

9. Academic, Creative & Leadership Development

- British Science Week Activities
- School Science Fair for Families
- School Book Fair
- Science Quality Mark Submission
- EYFS stay and play events
- Y1-Y6 stay and learn sessions