# School Improvement Plan 2024-25

DHOON SCHOOL

Laxey school

willaston school

Isle of Man Government

# Foreword

As the Executive Headteacher of Dhoon School, Laxey School, and Willaston School, I am delighted to present the School Improvement Plan (SIP) for the academic year 2024-2025. This comprehensive document is informed by our Performance Data Analysis / Evaluation Report for 2023-24 and External Validation Growth Summaries in respect of Laxey and Willaston, and has been meticulously shaped through rigorous self-assessment, stakeholder consultation, and collaborative planning.

The 2024-2025 academic year continues the Isle of Man's Department of Education's new Quality Assurance Framework cycle, encompassing external inspections and validations. This year, we have carefully integrated the evolving insights and outcomes from this framework, structuring our SIP to both align with departmental standards and set a roadmap toward sustained excellence in an accountable and transparent manner.

Each of our schools, while distinct in its strengths and areas of growth, shares a common vision: to develop inclusive, enriching, and forward-thinking educational environments. Our SIP outlines SMART (specific, measurable, achievable, relevant, and time-bound) targets across a range of Quality Assurance (QA) indicators, including curriculum enhancement, assessment protocols, community engagement, and the overall learning environment. This year's SIP also carries forward select ongoing targets from last year, ensuring continuity and long-term impact in our improvement efforts.

I extend my heartfelt gratitude to all who have contributed to this dynamic and evolving plan. It represents more than a set of goals; it's a living document committed to continuous growth and adaptability. As we advance together on this journey, we aim not only for academic excellence but to equip our pupils with the resilience and skills needed for the broader challenges and opportunities ahead.

Thank you for being an integral part of this transformative journey.

*Max Kelly, Executive HT*

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# North Star: Vision & Direction

**Across Dhoon, Laxey and Willaston, we believe that all of our pupils are entitled to the very best education we can provide so we offer a creative and innovative curriculum, consistently delivering high quality learning opportunities using a variety of approaches designed to engage, enthuse and inspire. We have high expectations and continually strive for excellent pupil outcomes.**

**Dhoon School** is a creative, innovative and dynamic learning community, built upon traditional values and strong community links; where everyone is encouraged, empowered and inspired to be happy and successful, to seek improvement and to strive for excellence.

**Laxey School** nurtures lifelong learners with a growth mindset. We all this *Growing Minds, Shaping Futures*. At Laxey Primary School, our vision revolves around nurturing the minds and hearts of our pupils to become lifelong learners who embrace a growth mindset. We believe that a growth mindset is the foundation for success in school and beyond, and we are committed to instilling these core values in every child:

**Willaston School** believes that in order to raise aspirations and expectations we should expect the best from ourselves and others; have high standards in behaviour, appearance, presentation and environment; challenge children and take them to the edge of their capabilities, and in doing so encourage children to challenge themselves; enable children to learn independently, applying the skills that they have learned; be brave enough and informed enough to take considered risks; be engaged enough to question; inform parents and carers about the learning that is taking place; and provide opportunities for parents to further their own learning.
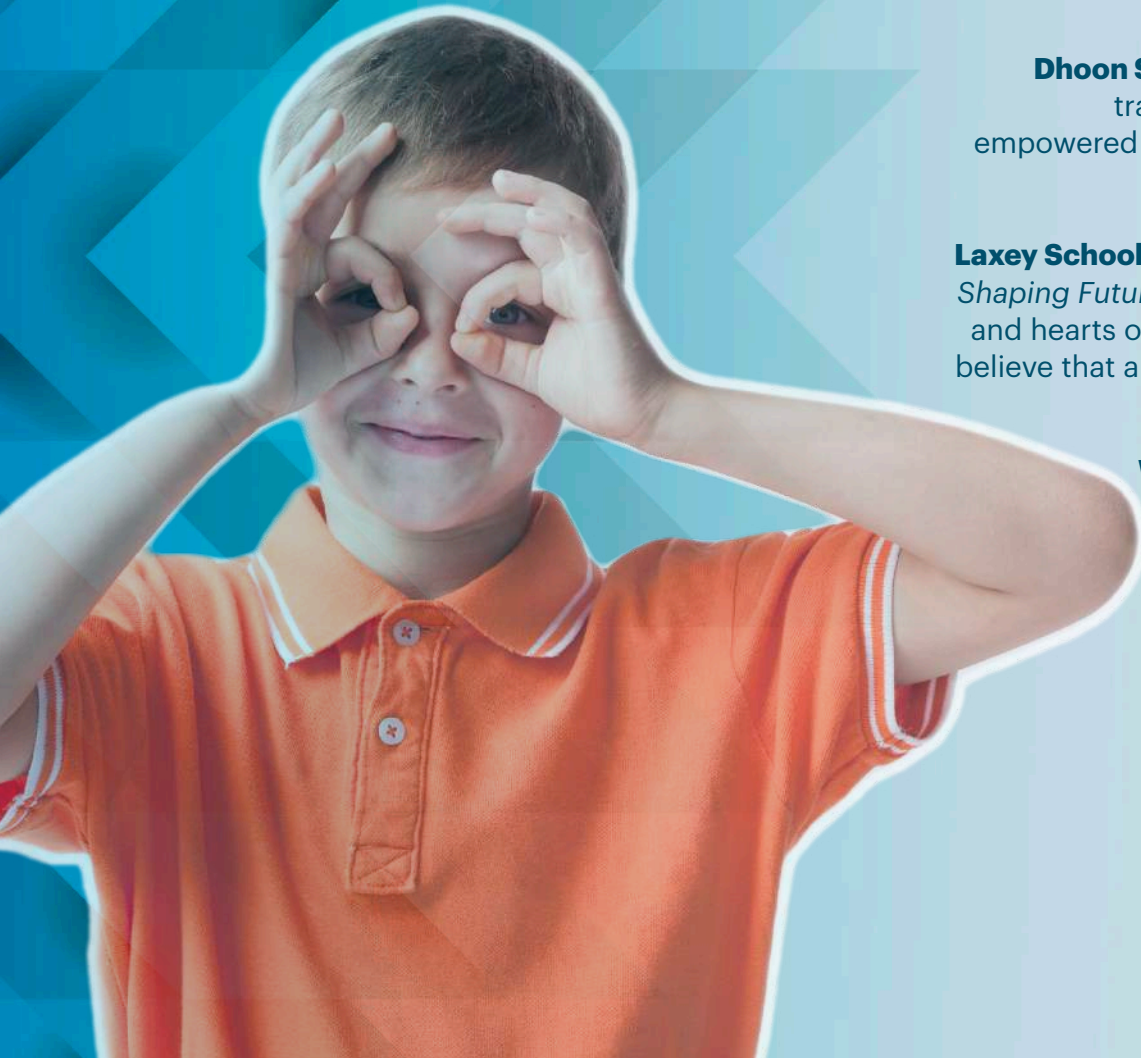
# Piecing It Together

Understanding the factors that shape our School Improvement Plan (SIP) is essential for grasping its scope, relevance, and strategic direction. The SIP is a multifaceted document, informed by a trinity of crucial elements: Performance Data Analysis, Quality Assurance Self-Evaluation, and Stakeholder Feedback. These elements collectively drive our quest for excellence and inclusivity across our three schools.

## Performance Data Analysis

This involves a deep dive into our educational metrics—attainment and progress—and how these compare with age-related expectations and Isle of Man national averages. We also scrutinise various demographic factors, such as key stages, year groups, genders, and specific needs, to ensure that our educational strategies are equitable and effective.

## Quality Assurance Self-Evaluation

As part of the Isle of Man's Quality Assurance Framework, we continually assess our effectiveness against a set of predefined criteria. Our schools are rated as either "Highly Effective," "Effective," or "Growth Priority," and this self-evaluation informs the next steps in our ongoing journey toward educational excellence. An External Validation element is used to quality assure this. The harmony between this aspect, performance data, and our SIP should be readily apparent.

## Feedback from School Partners

This element is all about active listening. We value the perspectives of all our school partners, from pupils and parents to governors and the Department of Education, Sport and Culture. This includes insights from external reports such as IQM and IiC, and external moderation processes. These diverse viewpoints enrich our plan and keep it aligned with both internal objectives and Island-wide educational priorities.

# Inside the Strategy: Our Plan Dissected

Our **School Improvement Plan** (SIP) is a **dynamic** document, carefully structured to integrate a variety of data points, frameworks, and insights. This year's SIP stems from a comprehensive analysis of our **2023-24 Performance Data Analysis / Evaluation Report.** This data-driven evaluation highlights our strengths and identifies key areas for growth, serving as the foundation for our strategic planning.

The planning framework is further reinforced by the **Isle of Man Quality Assurance Framework**, which provides a structured lens through which we've aligned our goals. These are organised under the principal Quality Assurance indicators: Quality of Education (Intent, Implementation, and Impact); Behaviour, Relationships and Attitudes; Personal Development; and Leadership and Development. Each QA indicator includes a detailed roadmap that outlines measurable steps towards demonstrable **improvement**.

This year, the **External Validation** process for Laxey and Willaston Schools has also been integral to our planning. The resultant growth summaries have contributed extensively to this SIP, providing valuable insights and direction across our targets and action plans. The relationship between our Quality Assurance self-evaluation and the SIP is intentionally fluid. As our evaluations evolve and improvements take shape, this alignment may adapt to reflect emerging insights—a vital part of our cycle of continuous improvement.

Our targets are derived from a blend of formal QA self-evaluations, informal mechanisms such as leadership dialogues, stakeholder input, external evaluations, pupil voice, and insights from the 2023-24 Performance Data Analysis / Evaluation Report. Additionally, our SIP looks to the **future**; within a dedicated "Innovations" section, we outline areas for exploration and development inspired by the broader educational landscape, Isle of Man Government initiatives, and priorities set by the **Department of Education, Sport and Culture**.

While this SIP presents individual targets tailored to the unique strengths and needs of Dhoon, Laxey, and Willaston Schools, it also emphasizes the **synergy** in the improvement journey shared across all three schools, making explicit the collaborative foundation of our work. For a complete understanding, this SIP is best reviewed alongside the schools' ongoing Quality Assurance Self-Evaluation, the 2023-24 Performance Data Analysis / Evaluation Report, and any specific action plans tied to targeted areas for improvement.

**Direction of Travel: Core Priorities**

# Guided by External Validation

Each school within our partnership—Dhoon, Laxey, and Willaston—embarks on a unique journey, contributing its own **distinctive strengths** to our collective aim: delivering educational excellence and growth. As we look to 2024-25, this School Improvement Plan (SIP) sets the **direction** for our **shared commitment** to delivering a high-quality, well-rounded education for **every** pupil.

The recent **external validation** processes for Laxey and Willaston Schools have been **instrumental** in shaping this plan, providing invaluable feedback and recommendations that support the next phase of growth.

**At Laxey School**, our priorities are rooted in sustaining its strong learning culture, which emphasizes independence, collaboration, and reflective thinking among pupils. The focus will be on ensuring coherence in curriculum intent and enhancing phase-transition assessments to support each pupil's journey as a "Laxey Learner." Moreover, **financial planning** at Laxey is evolving to become a proactive element of whole-school improvement, aligning resource allocation closely with pupil needs.

**Willaston School** is set to deepen its inclusive ethos, with a particular emphasis on growing a curriculum that is both **aspirational** and **engaging**. As noted in the external validation, Willaston has established a positive culture around learner well-being and is now ready to build on these strengths. Aiming to strengthen partnerships with parents and carers, the school will involve the community more actively in shaping an **"aspirational Willaston learning offer"** centred on individual growth and development. This approach will ensure that every learner at Willaston benefits from a learning environment that truly places them at the heart of its purpose.

**For Dhoon School**, the focus remains on maintaining its standards of **excellence**. Dhoon's priority will be to sustain high expectations and a culture of achievement, ensuring that innovative practices and effective teaching continue to support **excellent outcomes** across key stages. Through these ongoing efforts, Dhoon will reinforce its position as a model of consistency and dedication within our partnership.

Collectively, our schools will move forward with aligned principles, emphasising a curriculum that integrates academic rigour with well-being and personal development. The **synergy** between our schools is strengthened through shared initiatives, such as joint training in AI, collaborative assessment moderation, and regular Senior Leadership Team (SLT) meetings, which allow us to share best practices and **drive improvement together**. Each school brings its unique character to this partnership, and through our combined efforts, we strive for an impact that transcends individual achievements, advancing our shared vision for exceptional education across our **community**.

## Dhoon School Core Priorities for 2024-25

| Priority Area | Key Focus | Actions and Targets |
|---|---|---|
| Curriculum Development | Maintain high standards and curriculum coherence across all stages. | - Appoint and support a new TLR3 Curriculum Leader to oversee curriculum planning and alignment.<br>- Embed Cornerstones curriculum with DESC objectives. |
| Early Years Foundation Stage (EYFS) | Enhance EYFS learning environment and outdoor area. | - Redevelop the EYFS outdoor space through fundraising and support from the Parent Task Force. |
| Learner Progress and Attainment | Continue strong outcomes in core areas; address any identified progress gaps. | - Focus on monitoring and supporting progress in KS2 Reading and Writing to reach the target of 85% attainment.<br>- Termly pupil-progress reviews to monitor and address gaps. |
| Parental and Community Engagement | Strengthen partnerships with parents and community to support school improvement. | - Continue development of the Parent Task Force, engaging them in key improvement projects, such as the EYFS outdoor area.<br>- Host "Coffee & Chat" sessions for community cohesion. |
| Interschool Collaboration | Leverage partnership with Laxey and Willaston for shared learning and best practices. | - Participate in interschool initiatives, including Pobble writing moderation, joint SLT meetings, and IQM network meetings. |
| Inclusion and Well-Being | Maintain a supportive, inclusive environment for all pupils. | - Act on recommendations from internal reviews to support inclusive practices.<br>- Continue IQM Flagship initiatives and promote learner voice. |

Direction of Travel for Laxey School

## Laxey School - Growth Summary Priorities from External Validation (May 2024)

| Framework Criteria | Growth Focus | Intended Impact | Action | Priority |
|---|---|---|---|---|
| 2.4, 2.6 | Leaders could consider approaches to further grow the school's culture of assessment and develop the consistency of approaches/practice through and across phases, with a holistic approach to growth of the learner at the centre. | Assessment practice is more consistently understood and applied from EYFS to Year 6, especially at phase transition points, to further support the holistic growth of the learner throughout their learning journey. | LT, all staff | Medium |
| 1.1, 1.3 | Leaders could consider the ways in which they can move the 'Intent' of curriculum to highly effective by reflecting on a) the global and vocational context of the curriculum and b) connections between different elements of the already rich offer, so that all learners and stakeholders demonstrate a shared understanding of the 'why' of the curriculum with Laxey Learners at the centre. | All learners and stakeholders demonstrate a shared understanding of and are able to clearly articulate the intent of the curriculum with Laxey Learners at the centre. | LT, all staff | Medium |
| 6.9 | Leaders should consider how they ensure that financial planning becomes an intrinsic part of the culture of whole school improvement planning in the context of a developed, proactive and strategic understanding of value for money that connects to the 'why' of all provision. | Financial review, evaluation and planning is proactive and reflects learner needs in the context of learner-centred understanding of best value. | LT | High |

## Willaston School - Growth Summary Priorities from External Validation (October 2024)

| Framework Criteria | Growth Focus | Intended Impact | Action | Priority |
|---|---|---|---|---|
| 1.2, 1.4 | Leaders should consider how they develop all stakeholders' understanding of what the curriculum is and their influence on future curriculum development based on the needs of learners. | There is a common and shared understanding of the purpose of the curriculum across the school community and the roles that stakeholder groups can actively play in shaping curriculum. | LT, all staff, Governors and Parents | High |
| 1.2, 1.4 | All staff should consider developing learner participation in contributing to an evolving curriculum offer, so that the whole learning community gain an understanding of the core purpose of learning. | Learners feel actively engaged in the development of their learning and better understand connections between it as they move through the school. | LT, all staff | Medium |
| 1.2, 1.4, 6.3 | All staff should consider how they develop stakeholder understanding of curriculum and implement an aspirational learning focussed curriculum offer for the school which will directly impact on learner outcomes. | All stakeholders understand the 'why' of the Willaston Curriculum and their part within it, in turn this improves learner outcomes across the school. | LT, all staff, Governors and Parents | High |
| 2.4,2.6,2.8,3.1 | All staff should consider continuing to develop a whole school approach to assessment which consistently uses all types of data to focus on targeting learning needs across the school. | Consistent use of a broad range of approaches to assessment to improve learner outcomes and in turn narrow the gap in learner outcomes. | LT, all staff | High |
| 6.4 | Leaders, including Governors should consider the development of a strategic approach to monitoring and reviewing staff wellbeing, and consider approaches to support wellbeing of all staff by engaging them collectively in the review process. | Approaches to staff wellbeing are strategic and proactive and have a positive impact on reducing levels of staff absence. | LT, all staff, Governors, | High |
| 6.3 | Staff could consider how the school transitions from a place of parental engagement to one of parental partnership, where parents are actively contributing to the growth and learning focus of the school. | Parents are better informed about their children's learning, actively support learning and are empowered to contribute to the future development of the school as partners in the process. | All staff | Medium |

Performance Data Analysis

**Implications for School Improvement Planning 2024-2025**
The 2023-24 Performance Data Analysis and Evaluation Report provides critical insights that shape our School Improvement Planning across Dhoon, Laxey, and Willaston Schools. By adopting a rigorous, data-driven approach, we identify key strengths and areas for improvement, ensuring the highest standards of educational attainment and progress for all pupils.

**Attainment: Key Implications**

Dhoon School
While Dhoon has maintained strong overall performance, specific attention is needed in KS2 Reading and Writing, where attainment slightly trails the national averages. Current figures show 77.8% for both subjects, marginally below national expectations. Our focus will be on achieving an 85%+ target in these areas by refining literacy strategies and enhancing pupil engagement in reading and writing activities.

Laxey School
Laxey demonstrates strong attainment overall, yet KS2 Speaking and Listening requires targeted improvement. With 65.4% of pupils achieving L4b+—17.5% below the national average—there is a clear need to prioritise oral communication skills. We aim to increase this to 80%, incorporating structured speaking opportunities and focused interventions within the curriculum.

Willaston School
Willaston faces the greatest challenge, with overall attainment in KS1 and KS2 consistently below national averages across key subjects. A comprehensive strategy is necessary to elevate performance, targeting a 75%+ attainment in core subjects, particularly Reading, Writing, and Maths. Planned initiatives include whole school reading enhancement, Writing Moderation through Pobble, and T4W (Talk 4 Writing) training to support literacy development and improve outcomes.

**ATTAINMENT: PRIORITY AREAS FOR ACTION**

| School | Subject | Current Attainment | Target | Rationale |
|---|---|---|---|---|
| **Dhoon** | Reading & Writing (KS2) | 77.8% in Writing (5.6% below national); 77.8% in Reading (4.4% below national) | Increase to 85%+ in both Reading and Writing | Both reading and writing in KS2 at Dhoon School are slightly below national averages. Targeting literacy improvement will help raise overall performance and align with national standards. |
| **Laxey** | Speaking & Listening (KS2) | 65.4% achieving L4b+ (17.5% below national) | Increase to 80%+ | Laxey's KS2 Speaking and Listening results are significantly below expectations, indicating the need for enhanced focus on oral communication and presentation skills. |
| **Willaston** | Overall Attainment (KS1 & KS2) | KS1 and KS2 results consistently below national averages in several subjects | Achieve 75%+ in core subjects | Willaston's overall performance is below national expectations in core subjects such as Reading, Maths, and Science. A comprehensive approach to raise standards across the board is essential, with a focus on literacy and numeracy.<br><br>*This will include supporting whole school reading, introducing WR assessments in maths, writing moderation through Pobble and T4W training for staff.* |

**Implications for School Improvement Planning 2024-2025**

The 2023-24 Performance Data Analysis and Evaluation Report serves as a cornerstone for guiding School Improvement Planning across Dhoon, Laxey, and Willaston Schools. Through a focused, data-driven approach, we identify priority areas to ensure that all pupils make meaningful progress.

**Progress: Key Implications**

Dhoon School

Dhoon shows a need for targeted improvement in Year 1 Science, where only 13% of pupils are achieving above expected progress. The focus will be on increasing this to 20% by enhancing scientific inquiry skills through enriched curriculum delivery and hands-on learning opportunities.

Laxey School

While Laxey has performed well in many areas, KS2 Writing requires further attention. Currently, 69.2% of pupils achieve L4b+, slightly above the national average. Our goal is to elevate this to 75%+ by focusing on advanced writing skills and encouraging higher levels of achievement through structured interventions and writing enrichment programs.

Willaston School

Willaston faces critical challenges in KS1 Reading and Writing, with only 52.9% achieving L2b+ in both subjects—significantly below national averages. The target is to raise this to 70%+ through continued implementation of reading initiatives, introduction of WR assessments in maths, and T4W (Talk 4 Writing) to strengthen writing capabilities. Additionally, a comprehensive audit of non-fiction books aligned with the curriculum will support enhanced literacy outcomes.

**PROGRESS: PRIORITY AREAS FOR ACTION**

| School | Subject | Current Progress | Target | Justification |
|---|---|---|---|---|
| **Dhoon** | Science (Year 1) | 13% achieving above expected progress | Increase to 20%+ | Science progress in Year 1 is significantly low, with most children meeting but not exceeding expectations, highlighting a gap in scientific inquiry skills. |
| **Laxey** | Writing (KS2) | 69.2% achieving L4b+ (1.2% above national) | Increase to 75%+ | Although Laxey is just above national average, enhancing writing skills further will help move more pupils to higher levels of achievement. |
| **Willaston** | Reading (KS1) | 52.9% achieving L2b+ (18.6% below national) | Increase to 70%+ | Reading progress in KS1 is below expected, and improvements in literacy are critical for overall success across subjects.<br><br>*We will continue to monitor the impact of reading initiatives and adjust strategies as needed to support ongoing improvement.  We will support Dhoon School with the development of Whole Class Reading which in turn develops further our own expertise in this field. And we plan to audit non-fiction books throughout school and cross reference them with our new curriculum map.* |
| **Willaston** | Writing (KS1) | 52.9% achieving L2b+ (14% below national) | Increase to 70%+ | Writing progress needs improvement, especially given the broader literacy skills challenges across the school.<br><br>*T4W will form part of our SIP for 2024-2025.* |

# Quality of Education - Intent

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| A curriculum is constructed to give all learners, at all ages and stages, the opportunity to achieve their personal goals and succeed in life. | Continue monitoring and refining the new curriculum to further enhance its impact on pupil success. | Appoint a new TLR position to lead and progress curriculum development across Dhoon School, including synergy and integration between Cornerstones, DESC curriculum initiatives, Pobble and planning. | New TLR appointment in place; curriculum further implemented and monitored for impact on pupils learning and standards. | Leadership Team, Teachers | TLR appointment from Term 1. | 1 x TLR3 | 1.1 | Link to PDR and updated JD for post-holder. |
| | **Target derived from QA self-reflection.** | | | | | | | |

**LAXEY**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| A curriculum is constructed to give all learners, at all ages and stages, the opportunity to achieve their personal goals and succeed in life. | Reflect on global and vocational context of the curriculum. Connect curriculum elements to create shared understanding of the "why" behind the curriculum with Laxey Learners at the centre. | 1. Staff workshops to explore global and vocational connections. 2. Ensure curriculum connections are clear in planning documentation. 3. Engage stakeholders to share the intent of the curriculum. | Feedback from staff, pupils, and parents will demonstrate a shared understanding of curriculum intent. | Leadership Team, All Staff | By end of academic year 2025 | TBC | 1.1 | External validation report recommended growing shared understanding of curriculum intent across stakeholders to move to a "highly effective" judgment. |
| | **Target derived from External Validation** | | | | | | | |

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| A curriculum is constructed to give all learners, at all ages and stages, the opportunity to achieve their personal goals and succeed in life. | Continue monitoring and refining the new curriculum to further enhance its impact on pupil success. | 1. Refine the Willaston Whiteboard to further develop pupil-driven inquiry. 2. Monitor curriculum coverage through staff and SLT reviews. 3. Include a space for children in end-of-year reports to reflect on their future aspirations. | Pupil progress tracked through termly data reviews. Curriculum refinements evidenced through teacher feedback and curriculum audits. | Leadership Team, Teachers | End of academic year 2025 | TBD | 1.1 | Further develop aspiration initiatives like Aspiration Fortnight and expand the diversity of career-related experiences for pupils. |
| | **Target derived from QA self-reflection.** | | | | | | | |

**1.2    A curriculum is designed so that all learners gain knowledge, skills, understanding, attitudes and values to progress.**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| A curriculum is designed so that all learners gain knowledge, skills, understanding, attitudes and values to progress. | Maintain and possibly elevate the "Highly Effective" rating for this element by the time of inspection/ validation. | Regular surveys to gauge student understanding and appreciation of the Dhoon High Five and Dhoon values. | Positive student responses in questionnaires. | SLT and Teaching Staff | Before External Validation. | Incorporated in the existing budget ary framew ork | 1.2 | Ongoing |
| | **Target derived from QA self-reflection.** | | | | | | | |

## LAXEY

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Curriculum is designed so that all learners gain knowledge, skills, understanding, attitudes and values to progress. | Aim for "Highly Effective" status through strengthening curriculum statements linked to Laxey Learners. | Use Cornerstones platform to refine curriculum overview and statements. Conduct pupil questionnaires. | Assess through inspection/ validation, and gather student and staff feedback. | SLT | Mid-academic year | Costs for materials and program access included | 1.2 | Potential for "Highly Effective" status |
| | **Target derived from QA self-reflection.** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Curriculum is designed so that all learners gain knowledge, skills, understanding, attitudes and values to progress. | Develop a shared understanding of the curriculum's purpose across all stakeholder groups, fostering active participation in shaping it. | 1. Organise informational sessions for parents, governors, and carers to engage them in the curriculum purpose. 2. Provide opportunities for pupil input on curriculum updates and development. | Feedback from stakeholders on their understanding and influence on curriculum development. | Assistant Head of School | End of academic year 2025 | TBD | 1.2 | This action seeks to foster a collaborative environment where parents, staff, and pupils feel connected to the curriculum's purpose and evolution. |
| | **Target derived from External Validation** | | | | | | | |

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Curriculum is coherently planned and implemented. | Ensure curriculum coherence across all year groups and subjects through structured leadership, monitoring, and alignment with DESC objectives. | 1. Appoint a TLR3 Curriculum Leader to oversee curriculum planning, implementation, and alignment. 2. Embed and monitor the Cornerstones curriculum across school. 3. Evaluate alignment with DESC curriculum objectives and ensure compliance with central policies. 4. Integrate writing assessments using Pobble and monitor the impact on pupil outcomes. | Regular reviews of curriculum delivery and alignment with DESC objectives. Termly evaluations of Cornerstones implementation and Pobble assessment data to measure progress in writing. | Leadership Team, TLR3 Curriculum Leader | Ongoing through academic year 2024-25 | TLR3 funding allocati on | 1.3 | The new TLR3 role will enhance curriculum consistency, linking Cornerstones curriculum with central policies and supporting evidence-based writing assessment practices. |
| | **Target derived from QA self-reflection.** | | | | | | | |

## LAXEY

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Curriculum is coherently planned and implemented. | All learners and stakeholders demonstrate a shared understanding of and are able to clearly articulate the intent of the curriculum with Laxey Learners at the centre. | Consider the global and vocational context of the curriculum so that all learners and stakeholders demonstrate a shared understanding of the 'why' of the curriculum at Laxey. | Is there a shared understanding of the 'why' of Laxey's curriculum? | SLT | Mid-academic year | TBD | 1.3 | Potential for "Highly Effective" status |
| | **Target derived from External Validation** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Curriculum is coherently planned and implemented. | Fully implement the Talk 4 Writing (T4W) Curriculum across all classrooms to improve writing outcomes. | 1. Redraft Progression Maps for T4W. 2. Conduct full staff training with an off-island T4W consultant focusing on fiction and non-fiction writing. 3. Embed T4W approach in planning and pedagogy across the school. | Writing assessments and tracking of writing levels will demonstrate raised standards in writing. | Writing lead | End of academic year 2025 | TBD | 1.3 | Aim is for consistent adoption of T4W in classrooms, with a focus on raising writing standards as evidenced through assessments. |
| | **Target derived from External Validation** | | | | | | | |

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Curriculum engages all learners through personalised, collaborative and integrated learning experiences for the digital generation. | Build on EduVators AI priorities to deepen engagement with technology and AI as learning tools. | 1. Continue embedding AI-driven learning tools and approaches in the curriculum, using last year's EduVators AI priorities as a foundation. 2. EHT and CoG to attend the Brilliant Festival in Liverpool as a fact-finding mission on AI and tech in UK schools, and for EHT to participate as a speaker and panellist. 3. Use insights from the festival to inform and adjust technology and AI strategies in Dhoon's curriculum. 4. Create training sessions for staff to deepen their understanding of AI applications in teaching and learning. | Evaluation through feedback from staff on training efficacy, pupil engagement data, and implementation reviews post-festival. | Executive Headteacher, CoG, TLR3 Curriculum Leader | Ongoing throughout academic year 2024-25 | TBD (related to tech initiatives) | 1.4 | Expected benefits include expanded staff capability in AI integration, more personalised learning experiences, and alignment with cutting-edge practices in UK schools. |

**Target derived from QA self-reflection.**

**LAXEY**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Curriculum engages all learners through personalised, collaborative and integrated learning experiences for the digital generation. | Expand on EduVators AI priorities to integrate AI as a personalised and collaborative learning tool. | 1. Deepen AI integration in curriculum planning, building on EduVators AI priorities established last year. 2. EHT and CoG to attend the Brilliant Festival in Liverpool to gather insights on AI and tech in UK schools, and EHT to contribute as a speaker and panellist. 3. Apply new insights to refine technology and AI strategies at Laxey School. 4. Host training sessions for teachers to increase confidence in using AI as a teaching tool and explore personalised learning pathways. | Staff feedback on AI training, pupil engagement and feedback on AI-led learning experiences, post-event reflection and adjustments. | Executive Headteacher, CoG, Assistant Headteacher | Throughout academic year 2024-25 | TBD (related to tech initiatives) | 1.4 | Expected outcomes include staff upskilling in AI, enhanced pupil engagement through personalised tech-based learning, and insights from UK best practices. |
| | **Target derived from External Validation** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Curriculum engages all learners through personalised, collaborative and integrated learning experiences for the digital generation. | Advance EduVators AI priorities, incorporating AI as a tool for personalized and collaborative learning. | 1. 1. Strengthen the integration of AI in curriculum initiatives based on EduVators AI priorities from last year.<br>2. EHT and CoG to attend the Brilliant Festival in Liverpool to gather insights on AI and technology in UK schools, with EHT contributing as a speaker and panellist.<br>3. Leverage festival findings to refine AI and technology strategies within Willaston's curriculum.<br>4. Conduct AI-focused training sessions for staff to enhance confidence and enable personalized learning experiences for pupils. | Staff and pupil feedback on AI-based learning, training session evaluations, and review of new strategies implemented post-festival. | EHT | Throughout academic year 2024-25 | TBD | 1.4 | Benefits include enhanced tech integration, tailored learning through AI, and alignment with innovative practices from the broader educational landscape. |
| | **Target derived from External Validation** | | | | | | | |

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| A curriculum is inclusive, aspirational, provides enrichment and encourages the development of all learners. | Incorporate the new DESC Inclusive Education Guidance and Policy to support a fully inclusive environment at Dhoon School. | 1. Share the Inclusive Education Guidance with all staff during an initial briefing session. 2. SLT to review and discuss the main implications of the policy for Dhoon School. 3. Begin implementing policy guidelines and ensure gradual compliance. | Staff feedback and policy adherence monitored through SLT review sessions. Initial evaluation after the first term of implementation. | Leadership Team | By end of term 1, academic year 2024-25 | Minimal | 1.5 | Early compliance will focus on familiarizing staff with policy and initiating practices aligned with inclusive education. |
| | Target derived from DESC direction | | | | | | | |

**LAXEY**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| A curriculum is inclusive, aspirational, provides enrichment and encourages the development of all learners. | Integrate the new DESC Inclusive Education Policy into Laxey's curriculum and practices, enhancing inclusivity. | 1. Host a policy briefing with all staff to introduce the DESC Inclusive Education Guidance. 2. SLT to assess the implications of the policy, focusing on curriculum and classroom practices. 3. Introduce and comply with the new guidelines. | Staff engagement and feedback on initial understanding and implementation needs. Regular review meetings to check progress. | Leadership Team | By end of term 1, academic year 2024-25 | Minimal | 1.5 | Early stages will involve policy dissemination and identifying key areas for curriculum and practice adjustments in line with inclusive education. |
| | Target derived from DESC direction | | | | | | | |

**WILLASTON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| A curriculum is inclusive, aspirational, provides enrichment and encourages the development of all learners. | Embed the DESC Inclusive Education Policy within Willaston's curriculum and foster a supportive, inclusive environment. | 1. Conduct an all-staff briefing to present the new DESC Inclusive Education Guidance. 2. SLT to review and map out policy implications specific to Willaston's unique needs. 3. Begin phased introduction of policy practices, with regular check-ins on compliance and staff support needs. | Staff feedback and SLT evaluations on implementation progress. Conduct a follow-up survey to measure staff understanding and practical application. | Leadership Team | By end of term 1, academic year 2024-25 | Minimal | 1.5 | Ensures early engagement with inclusive education principles and a structured introduction to maintain momentum and consistency across practices. |
| | **Target derived from DESC direction** | | | | | | | |

Quality of Education - Implementation

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Teachers have good knowledge of the subject(s), content and skills they teach. | Ensure all teachers have access to their Professional Development Review (PDR) as per DESC policy. | 1. Schedule PDR sessions for each teacher to review and set professional goals. 2. Provide all teachers with ongoing access to their PDR documents and resources aligned with DESC policy. 3. Organize follow-up meetings to assess progress and adapt goals as needed. | Staff feedback on the accessibility and usefulness of PDR sessions and resources, with documented progress updates. | EHT | End of academic year 2025 | TBD | 2.1 | Aligns with DESC policy to ensure each teacher's professional growth is supported and tracked, fostering continued development and effective teaching practices. |
| | **Target derived from QA self-reflection.** | | | | | | | |

**LAXEY**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Teachers have good knowledge of the subject(s), content and skills they teach. | Provide all teachers with structured access to their Professional Development Review (PDR) following DESC policy | 1. Conduct annual PDR sessions with each teacher to discuss development needs and goals. 2. Ensure ongoing accessibility to PDR records, enabling teachers to track their growth. 3. Arrange mid-year check-ins to review goals and progress, offering support as needed. | Evaluation through teacher feedback on PDR accessibility and support, with records of professional development actions. | EHT | End of academic year 2025 | TBD | 2.1 | Supports professional growth and aligns with DESC policy, ensuring teachers have structured access to their development progress and resources. |
| | **Target derived from QA self-reflection.** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Teachers have good knowledge of the subject(s), content and skills they teach. | Guarantee all teachers access to their Professional Development Review (PDR) and align support with DESC policy. | 1. Schedule individual PDR sessions to identify professional goals and development needs. 2. Provide accessible records of PDR sessions and resources, with follow-up support aligned with DESC policy. 3. Implement bi-annual progress meetings to support and adjust development goals. | Feedback from teachers on PDR accessibility and support, with documented follow-up on development goals. | EHT | End of academic year 2025 | TBD | 2.1 | Ensures structured professional growth through accessible PDR sessions, supporting effective teaching aligned with DESC policy. |
| | Target derived from QA self-reflection. | | | | | | | |

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**2.2    Leaders and teachers have appropriate opportunities to undertake evidence-informed professional development and self-reflection.**

## DHOON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders and teachers have appropriate opportunities to undertake evidence-informed professional development and self-reflection. | Enhance staff expertise in curriculum delivery, assessment, and pedagogy through structured professional development. | 1. Provide TLR3 training for the new Curriculum Leader (linked to target 1.3). 2. Continue WalkThrus for reflective practice. 3. Implement Pobble training for writing assessment. | Staff feedback on training effectiveness, peer observation data from WalkThrus sessions, and improvements in curriculum coherence led by TLR3. | Leadership Team, TLR3 Curriculum Leader | End of academic year 2024-25 with termly check-ins | TLR3 Pobble costs | 2.2 | Focused on developing curriculum leadership, refining teaching practices, and ensuring consistent writing assessment practices. |
| | Target derived from QA self-reflection. | | | | | | | |

## LAXEY

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders and teachers have appropriate opportunities to undertake evidence-informed professional development and self-reflection. | Support staff knowledge and skills in inclusive practices and curriculum development to address diverse pupil needs. | 1. Host Gareth Morewood for an update on low-arousal training, focusing on autism, ADHD, and complex behavioural needs. 2. Continue WalkThrus to support reflective classroom practice. 3. Conduct Pobble training with the national team for writing assessment consistency. 4. Engage staff in IQM cluster meetings. | Evaluated through staff feedback on training, engagement in WalkThrus sessions, and measurable improvements in inclusive strategies. | Leadership Team | End of academic year 2024-25 with regular review | GM fee, Pobble costs, IQM cluster costs | 2.2 | This approach strengthens staff's inclusive education skills, assessment practices, and the overall supportive learning environment. |
| | **Target derived from QA self-reflection.** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders and teachers have appropriate opportunities to undertake evidence-informed professional development and self-reflection. | Reinforce writing pedagogy and reflective practice among staff to support curriculum delivery and pupil outcomes. | T4W training with national trainer to enhance writing instruction. Continue WalkThrus for reflective teaching. Implement Pobble training for consistent writing assessments. | Feedback from staff, peer observation data from WalkThrus, and curriculum improvements led by TLR3. | Leadership Team, Writing lead, inclusion lead. | End of academic year 2024-25 with termly check-ins. | Training costs | 2.2 | Supports curriculum leadership, teaching practices, and writing assessment. |
| | **Target derived from QA self-reflection.** | | | | | | | |

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Teachers facilitate the learning and embedding of new concepts and content, using a variety of pedagogical approaches. | Continue embedding WalkThru techniques, with emphasis on regular reflection and refinement. | 1. Regular reflection sessions to discuss WalkThru techniques' impact on classroom practices. 2. Use peer observation to reinforce specific techniques. 3. Adjust and enhance techniques based on pupil feedback and progress. | Improved instructional practices noted through teacher reflections and pupil outcomes. | Leadership Team, All Staff | Ongoing | Min | 2.3 | Builds on initial WalkThru integration with a focus on consistency and real-time improvements through reflective practice. |
| | **Target derived from QA self-reflection.** | | | | | | | |

**LAXEY**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Teachers facilitate the learning and embedding of new concepts and content, using a variety of pedagogical approaches. | Continue embedding WalkThru techniques, with emphasis on regular reflection and refinement. | 1. Regular reflection sessions to discuss WalkThru techniques' impact on classroom practices. 2. Use peer observation to reinforce specific techniques. 3. Adjust and enhance techniques based on pupil feedback and progress. | Improved instructional practices noted through teacher reflections and pupil outcomes. | Leadership Team, All Staff | Ongoing | Min | 2.3 | Builds on initial WalkThru integration with a focus on consistency and real-time improvements through reflective practice. |
| | **Target derived from QA self-reflection.** | | | | | | | |

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Teachers facilitate the learning and embedding of new concepts and content, using a variety of pedagogical approaches. | | 1. Regular reflection sessions to discuss WalkThru techniques' impact on classroom practices. 2. Use peer observation to reinforce specific techniques. 3. Adjust and enhance techniques based on pupil feedback and progress. | Improved instructional practices noted through teacher reflections and pupil outcomes. | Leadership Team, All Staff | Ongoing | Min | 2.3 | Builds on initial WalkThru integration with a focus on consistency and real-time improvements through reflective practice. |
| | **Target derived from QA self-reflection.** | | | | | | | |

> **2.4**  **Teachers monitor learners' understanding, identify misconceptions and ensure teaching and learning is adapted as appropriate.**

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Teachers monitor learners' understanding, identify misconceptions and ensure teaching and learning is adapted as appropriate. | Strengthen assessment practices and staff confidence. | 1. Continue with current assessment practices and improve alignment with Cornerstones. 2. Use Pobble to build confidence in writing assessments. 3. TLR3 Curriculum Leader to oversee these areas. | Reviewed through staff feedback and assessment accuracy. | TLR3 Curriculum Leader | Ongoing | Min | 2.4 | Focuses on linking assessments to Cornerstones and building assessment confidence. |
| | **Target derived from QA self-reflection.** | | | | | | | |

## LAXEY

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Teachers monitor learners' understanding, identify misconceptions and ensure teaching and learning is adapted as appropriate. | Grow the culture of assessment to develop consistency from EYFS to Year 6, especially at phase transition points. | 1. Develop phase transition strategies in assessment across the school. 2. Implement consistent formative assessment practices. 3. Regular staff training on assessment approaches. | Monitoring of assessment consistency through staff feedback and internal reviews. | Leadership Team, All Staff | Mid-academic year 2025 | Min | 2.4 | External validation highlighted the need for consistent assessment practices across phases to support holistic learner growth. |
| | **Target derived from External Validation** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Teachers facilitate the learning and embedding of new concepts and content, using a variety of pedagogical approaches. | Implement a whole-school approach to assessment that uses all types of data to address learner needs and improve outcomes. | 1. Review and redesign the school's assessment policy to integrate varied data sources. 2. Train staff on assessment strategies and data usage. 3. Monitor impact of assessment on learner outcomes regularly. | Regular data analysis and learner outcome reports to track progress and identify improvement areas. | Leadership Team, All Staff | Mid-academic year 2025 | Min | 2.4 | This action aligns with the external validation's recommendation to focus on consistent use of assessments to narrow learning gaps. |
| | **Target derived from External Validation** | | | | | | | |

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| All staff strive to create and maintain an inclusive, engaging and sustainable learning environment, which enables achievement and participation in school life for all learners. | Maintain high standards in the learning environment. | 1. Redevelop the EYFS outdoor area with support from fundraising and the Parent Task Team. 2. Act on IQM report recommendations and maintain Flagship Status. | Reviewed through parent feedback and EYFS outdoor area progress. | Head of School, Parent Task Team | End of academic year 2024-25 | TBD Funds raised | 2.5 | Focused on enhancing the EYFS environment and meeting IQM standards. |
| | **Target derived from QA self-reflection.** | | | | | | | |

**LAXEY**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| All staff strive to create and maintain an inclusive, engaging and sustainable learning environment, which enables achievement and participation in school life for all learners. | Ensure a high-quality, vibrant , inclusive learning environment. | 1. Update theme displays in corridors regularly to reflect curriculum topics. 2. Act on IQM report recommendations and maintain Flagship Status. | Assessed through display quality and alignment with IQM standards. | Leadership Team, All Staff | Ongoing through academic year 2024-25 | Min | 2.5 | Emphasizes a stimulating learning space and adherence to IQM standards. |
| | **Target derived from QA self-reflection.** | | | | | | | |

| | | | | WILLASTON | | | | |
|---|---|---|---|---|---|---|---|---|
| **QA Indicator** | **Target** | **Actions** | **Evaluation** | **Who is Responsible** | **When It Is to Be Achieved By** | **Cost** | **SEF Reference** | **Notes** |
| All staff strive to create and maintain an inclusive, engaging and sustainable learning environment, which enables achievement and participation in school life for all learners. | Expand inclusive practices to engage all pupils. | Continue expanding low-arousal classrooms and calm spaces.<br><br>Increase the number of enrichment activities to support inclusion.<br><br>Redevelop main corridor to display our new Willaston Way.<br><br>Develop a soft room to support children in serious short-term crisis.<br><br>Redecorate Greeba to better reflect our high expectations for low-arousal, high quality spaces. | Feedback from pupil voice surveys and classroom observations. Increase in engagement levels among learners needing additional support. | Leadership Team, All Staff | Mid-academic year 2025 | DESC support re corridor and soft room. | 2.5 | Low-arousal environment and enrichment activities are instrumental in supporting pupil engagement and inclusion. |
| | **Target derived from QA self-reflection.** | | | | | | | |

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders and teachers use assessment to enable them to monitor progress, support reflection of both students and teachers and help learners to develop their knowledge and skills. | Establish a standardized writing moderation practice with support from Pobble training. | 1. Host in-person Pobble training for writing assessment consistency. 2. Align writing assessment criteria with Laxey and Willaston. 3. Conduct termly moderation sessions to reinforce assessment standards. | Consistent writing assessments, improved through moderated practices and cross-school criteria. | Leadership Team, Pobble Team, All Staff | February 2025 for training; quarterly sessions ongoing | TBD | 2.6 | Builds on initial writing assessment goals by creating a robust moderation practice, ensuring consistency across Dhoon, Laxey, and Willaston. |
| | **Target derived from QA self-reflection.** | | | | | | | |

**LAXEY**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders and teachers use assessment to enable them to monitor progress, support reflection of both students and teachers and help learners to develop their knowledge and skills. | Deepen the writing moderation practices introduced last year with additional training and regular sessions. | 1. Participate in Pobble Team's writing moderation training in February. 2. Establish moderation check-ins across Dhoon and Willaston for alignment. 3. Reflect on moderation outcomes to adjust criteria if needed. | Improved accuracy and reliability in writing assessments as measured through moderation feedback and staff reflections. | Leadership Team, All Staff | Ongoing through academic year 2024-25 | Min | 2.6 | Enhances last year's focus on writing moderation by adding cross-school check-ins and real-time adjustments based on feedback. |
| | **Target derived from QA self-reflection.** | | | | | | | |

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders and teachers use assessment to enable them to monitor progress, support reflection of both students and teachers and help learners to develop their knowledge and skills. | Assessment approach aligned to learner needs and progress tracking.<br><br>Implement a whole-school approach to assessment that uses all types of data to address learner needs and improve outcomes. | 1. Review and redesign the school's assessment policy to integrate varied data sources. 2. Train staff on assessment strategies and data usage. 3. Monitor impact of assessment on learner outcomes regularly. | Regular data analysis and learner outcome reports to track progress and identify improvement areas. | Leadership Team, All Staff | Mid-academic year 2025 | DESC support re corridor and soft room. | 2.6 | This action aligns with the external validation's recommendation to focus on consistent use of assessments to narrow learning gaps. |

**Target derived from External Validation**

> **2.7** Leaders and teachers ensure there is a rigorous approach to develop the learners' progression in reading, which is embedded across the school.

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders and teachers use assessment to enable them to monitor progress, support reflection of both students and teachers and help learners to develop their knowledge and skills. | Support and monitor consistent reading progression for all pupils. | 1. Maintain class libraries and a whole-school library resource. 2. Encourage home reading through the home-learning policy. 3. Focus on reading progression in termly pupil-progress reviews. | Reviewed through pupil progress data and home-reading engagement. | Leadership Team | Ongoing, with termly evaluations | Min | 2.7 | Reinforces consistent reading support through school resources and regular progress monitoring. |

**Target derived from QA self-reflection.**

## LAXEY

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders and teachers use assessment to enable them to monitor progress, support reflection of both students and teachers and help learners to develop their knowledge and skills. | Promote reading and track progression for all pupils. | 1. Maintain both class libraries and a whole-school library. 2. Encourage reading at home via the home-learning policy. 3. Focus on reading progress in termly pupil-progress reviews. | Evaluated through engagement with reading resources and pupil progress data. | Leadership Team | Ongoing, with termly check-ins | Min | 2.7 | Ensures reading development is prioritised through resources, home engagement, and targeted monitoring. |
| | **Target derived from QA self-reflection.** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders and teachers use assessment to enable them to monitor progress, support reflection of both students and teachers and help learners to develop their knowledge and skills. | Enhance reading development through consistent resources and monitoring. | 1. Sustain class libraries and the whole-school library. 2. Encourage home reading with support from the home-learning policy. 3. Monitor reading progression in termly pupil-progress reviews. | Progress tracked through library usage and termly progress data. | Leadership Team | Throughout the academic year | Min | 2.7 | Focuses on reading as a priority with accessible resources and structured monitoring. |
| | **Target derived from External Validation** | | | | | | | |

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders and teachers use assessment to enable them to monitor progress, support reflection of both students and teachers and help learners to develop their knowledge and skills. | Maintain consistent tracking and analysis of data. | Annual production of Performance Data Analysis / Evaluation Report | Maintenance of annual report and its effective use in SIP. | Data team led by headteacher. | Annual | Minimal (mostly time for data analysis and report production). | 2.8 | Continue nuanced analysis for specific demographics like FSM, genders, summer borns, etc. |
| | **Target derived from Performance Data Analysis / Evaluation Report 2023-24** | | | | | | | |

**LAXEY**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders and teachers use assessment to enable them to monitor progress, support reflection of both students and teachers and help learners to develop their knowledge and skills. | Maintain consistent tracking and analysis of data. | Annual production of Performance Data Analysis / Evaluation Report | Maintenance of annual report and its effective use in SIP. | Data team led by headteacher. | Annual | Minimal (mostly time for data analysis and report production). | 2.8 | Continue nuanced analysis for specific demographics like FSM, genders, summer borns, etc. |
| | **Target derived from Performance Data Analysis / Evaluation Report 2023-24** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders and teachers use assessment to enable them to monitor progress, support reflection of both students and teachers and help learners to develop their knowledge and skills. | Maintain consistent tracking and analysis of data. | Annual production of Performance Data Analysis / Evaluation Report | Maintenance of annual report and its effective use in SIP. | Data team led by headteacher. | Annual | Minimal (mostly time for data analysis and report production). | 2.8 | Continue nuanced analysis for specific demographics like FSM, genders, summer borns, etc. |
| | All staff should consider continuing to develop a whole school approach to assessment which consistently uses all types of data to focus on targeting learning needs across the school. | Consistent use of a broad range of approaches to assessment to improve learner outcomes and in turn narrow the gap in learner outcomes. | Staff using consistent and understood assessment across the school with strong transition between EYFS, KS1 and KS2. | Senior leadership team. | By the end of the academic year. | Minimal | 2.8 | External validation highlighted the need for consistent assessment practices across phases to support holistic learner growth. |
| | **Target derived from Performance Data Analysis / Evaluation Report 2023-24**<br><br>**Target derived from External Validation** | | | | | | | |

# Quality of Education - Impact

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Learners' outcomes demonstrate sustained progress throughout all stages, in view of their different ages and abilities. | Maintain high levels of attainment and progress in KS1 and KS2. | Continue and refine current strategies; | Maintenance or improvement in KPIs; Positive feedback from staff and parents. | Whole school, led by headteacher and senior management. | Ongoing | TBD | 3.1 | Refer to Performance Data Analysis / Evaluation Report 2023-24 |
| | **Target derived from Performance Data Analysis / Evaluation Report 2023-24** | | | | | | | |

**LAXEY**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Learners' outcomes demonstrate sustained progress throughout all stages, in view of their different ages and abilities. | Maintain high levels of attainment and progress in KS1 and KS2. | Continue and refine current strategies; | Maintenance or improvement in KPIs; Positive feedback from staff and parents. | Whole school, led by headteacher and senior management. | Ongoing | TBD | 3.1 | Refer to Performance Data Analysis / Evaluation Report 2023-24 |
| | **Target derived from Performance Data Analysis / Evaluation Report 2023-24** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Learners' outcomes demonstrate sustained progress throughout all stages, in view of their different ages and abilities. | Ensure progress data continues to improve in both Key Stages, with a focus on raising KS1 performance. | 1. Track progress through Pupil Progress Meetings and Arbor data reviews. 2. Implement targeted interventions for writing and science in KS1. 3. Provide additional support and training to close the gap in these subjects. | Improvements tracked through data analysis and pupil progress records. Targeted interventions evaluated for impact. | Leadership Team, Teachers | End of academic year 2025 | TBD | 3.1 | Refer to Performance Data Analysis / Evaluation Report 2023-24 |
| | **Target derived from External Validation**<br><br>**Target derived from Performance Data Analysis / Evaluation Report 2023-24** | | | | | | | |

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**3.2    Learners are prepared for the next stage, whether that be within education, employment or training and where relevant gain qualifications that allow them to meet their potential.**

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## DHOON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Learners are prepared for the next stage, whether that be within education, employment or training and where relevant gain qualifications that allow them to meet their potential. | Support Year 6 pupils in preparing for the transition to secondary school. | 1. Provide opportunities for Year 6 pupils to discuss future careers. 2. Conduct transitions work between KS2 and secondary schools. | Success observed through transition readiness and pupil feedback. | Leadership Team | By the end of Year 6 | Min | 3.2 | Focus on early career exposure and transition support. |
| | **Target derived from QA self-reflection.** | | | | | | | |

## LAXEY

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Learners are prepared for the next stage, whether that be within education, employment or training and where relevant gain qualifications that allow them to meet their potential. | Ensure Year 6 pupils feel equipped for secondary school. | 1. Offer sessions for Year 6 pupils to discuss career interests. 2. Facilitate transition activities between KS2 and secondary schools. | Evaluated through pupil feedback and observed readiness for transition. | Leadership Team | By the end of Year 6 | Min | 3.2 | Emphasis on basic career discussions and transition support. |
| | **Target derived from QA self-reflection.** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Learners are prepared for the next stage, whether that be within education, employment or training and where relevant gain qualifications that allow them to meet their potential. | Equip Year 6 pupils for secondary transition and future aspirations. | 1. Conduct "Aspiration Fortnight" in Year 6 to explore careers and future goals. 2. Provide opportunities for career discussions throughout Year 6. 3. Engage in transition work between KS2 and secondary schools. | Monitored through pupil feedback and transition readiness observations. | Year 6 Teachers, Leadership Team | By the end of Year 6 | Min | 3.2 | Focus on aspiration-building activities and transition support. |
| | **Target derived from QA self-reflection.** | | | | | | | |

### DHOON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Learner voice is encouraged, their views considered to inform decision making, where appropriate. | Maintain IQM Flagship Status by continuing to integrate learner voice. | 1. Act on recommendations from IQM report. 2. Increase opportunities to gather and respond to pupil feedback. | Evaluated through IQM status renewal and learner feedback incorporation. | Leadership Team | Ongoing | Min | 3.3 | Supports IQM Flagship renewal by emphasising learner involvement. |
| | Target derived from QA self-reflection. | | | | | | | |

### LAXEY

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Learner voice is encouraged, their views considered to inform decision making, where appropriate. | Sustain IQM Flagship Status by further embedding and sustaining learner voice. | 1. Implement recommendations from IQM report. 2. Enhance regular collection and use of pupil feedback. | Success measured through IQM Flagship renewal and increased pupil engagement. | Leadership Team | Ongoing | Min | 3.3 | Maintains IQM standards by focusing on actionable pupil feedback. |
| | Target derived from QA self-reflection. | | | | | | | |

### WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Learner voice is encouraged, their views considered to inform decision making, where appropriate. | Maintain IQM Centre of Excellence Status by integrating pupil perspectives. | 1. Act on key IQM report findings. 2. Build consistent avenues for collecting and acting on learner voice. | Measured through IQM status renewal and evidence of pupil feedback influence. | Leadership Team | Ongoing | Min | 3.3 | Focused on sustaining CofE standards through learner feedback. |
| | Target derived from QA self-reflection. | | | | | | | |

# Behaviour, Relationships and Attitudes

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school has high expectations for learners' positive relationships and attitudes and these are applied fairly and consistently. | Continue to immerse "Dhoon High Five" language in the school's everyday culture. | Continue to integrate High Five language into weekly assemblies, classroom discussions, and the learning environment. New staff to visit colleagues in other schools to widen experience. | Survey and observe the extent to which the High Five language is naturally used by pupils and staff. | Head of School | End of Academic Year 2024-2025 | Min | 4.1 | Dhoon has several new staff members on the team this year - important to build the High Five language into their practice asap. |
| | **Target derived from QA self-reflection.** | | | | | | | |

**LAXEY**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school has high expectations for learners' positive relationships and attitudes and these are applied fairly and consistently. | Maintain high levels of positive relationships and attitudes amongst pupils, and between pupils and staff. | External Validation identified Behaviour, Relationships and Attitudes as "Highly Effective" - maintain this established culture through current practice. | Observation of children in lessons, and observation of children in downtime and less structured times e.g lunchtimes etc. | Whole school, led by headteacher and senior management. | Ongoing | TBD | 4.1 | Existing strength of the school - low priority for school improvement. |
| | **Target derived from QA self-reflection.** | | | | | | | |

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school has high expectations for learners' positive relationships and attitudes and these are applied fairly and consistently. | Maintain the school's highly effective approach to promoting positive behaviour and relationships.<br><br>Introduce the "Willaston Way" including "warm-hearted."<br><br>**Target derived from External Validation** | 1. Continue to embed the Willaston Values (Fair, Safe, Respect) across all school practices. 2. Introduce the new Willaston Way across the school - building metacognition and L2L into children's lessons and learning. | Behaviour and attendance data, as well as pupil and staff feedback, will reflect positive relationships and behaviour. | Leadership Team, Teachers | End of academic year 2025 | TBD | 4.1 | Recognized as "Highly Effective" by external validation, the school should sustain and enhance its consistent application of high behaviour standards. |

**4.2 The school promotes behaviour, relationship and attitudes which are positive and respectful within the school community.**

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school promotes behaviour, relationship and attitudes which are positive and respectful within the school community. | Strengthen the culture of respect and positive relationships within the school community.<br><br>**Target derived from QA self-reflection.** | 1. Invite Mr. M. Jackson (DESC Officer) to conduct a Quality Assurance review aligned with the IOM QA Framework, focusing on respectful and positive behaviour. 2. Review and implement recommendations following the QA visit. | Feedback and recommendations from Mr. Jackson's review will guide ongoing improvements in behaviour and relationships. | Leadership Team, Mr. M. Jackson | November 2024 | Min | 4.2 | This visit will provide an external perspective to support ongoing improvements and align school practices with the Isle of Man QA Framework. |

## LAXEY

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school promotes behaviour, relationship and attitudes which are positive and respectful within the school community. | Maintain high levels of positive relationships and attitudes amongst pupils, and between pupils and staff.<br><br>**Target derived from QA self-reflection.** | External Validation identified Behaviour, Relationships and Attitudes as "Highly Effective" - maintain this established culture through current practice. | Observation of children in lessons, and observation of children in downtime and less structured times e.g lunchtimes etc. | Whole school, led by headteacher and senior management. | Ongoing | TBD | 4.2 | Existing strength of the school - low priority for school improvement. |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school promotes behaviour, relationship and attitudes which are positive and respectful within the school community. | Maintain the school's highly effective approach to promoting positive behaviour and relationships.<br><br>Introduce the "Willaston Way" including "warm-hearted."<br><br>**Target derived from External Validation** | 1. Continue to embed the Willaston Values (Fair, Safe, Respect) across all school practices. 2. Introduce the new Willaston Way across the school. 3. Update and revise behaviour policy. | Behaviour and attendance data, as well as pupil and staff feedback, will reflect positive relationships and behaviour. | Leadership Team, Teachers | End of academic year 2025 | TBD | 4.2 | Recognized as "Highly Effective" by external validation, the school should sustain and enhance its consistent application of high behaviour standards. |

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school encourages learners to take responsibility for their own thinking, learning and choices. | Continue to enhance learner voice through Cornerstones Curriculum. | Develop the introductory knowledge strand to guide personalised learning. | Monitor student engagement and adapt lessons accordingly. | New TLR3 Curriculum Lead appointment | End of Academic Year 2024-2025 | Minimal | 4.3 | Links to and build upon previous year's target |
| | **Target derived from QA self-reflection.** | | | | | | | |

**LAXEY**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school encourages learners to take responsibility for their own thinking, learning and choices. | Maintain highly effective learner habits through reflective practice and shared language of learning. | 1. Continue embedding Learning Habits across all year groups. 2. Offer reflective practice sessions for pupils to self-evaluate their learning. 3. Use pupil voice to assess the impact of Learning Habits. | Pupil voice surveys and observations demonstrate learners taking responsibility for their own thinking and learning. | Whole school, led by headteacher and senior management. | Ongoing | TBD | 4.3 | External validation confirmed "Highly Effective" status in this area; target is to sustain and further develop the embedded Learning Habits system. |
| | **Target derived from External Validation** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school encourages learners to take responsibility for their own thinking, learning and choices. | Embed the Willaston Way to support pupils in becoming smart, responsible learners. | 1. Introduce the Willaston Way strategies in classrooms to promote independent learning and self-reflection. 2. Train staff on implementing techniques that align with the Willaston Way's principles. 3. Engage pupils with regular check-ins on personal learning goals tied to the Willaston Way. | Monitored through staff feedback on implementation, pupil reflections, and goal achievement tracking. | Head of School, Teaching Staff | End of academic year 2025 | TBD | 4.3 | Focuses on empowering pupils to develop independent learning habits and mindset. |
| | **Target derived from External Validation** | | | | | | | |

**4.4    The school promotes respect for everyone,**

## DHOON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school promotes respect for everyone. | Maintain high levels of positive behaviour. | Continue existing strategies and monitor effectiveness. | Assess through regular observations and feedback. | Head of School | Ongoing | Minimal | 4.4 | Strength of the school. |
| | **Target derived from QA self-reflection.** | | | | | | | |

## LAXEY

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school promotes respect for everyone. | Maintain high levels of positive behaviour. | Continue existing strategies and monitor effectiveness. | Assess through regular observations and feedback. | Head of School | Ongoing | Minimal | 4.4 | Strength of the school. |
| | **Target derived from QA self-reflection.** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school promotes respect for everyone. | Strengthen behaviour management practices to ensure consistency and respect throughout the school community. | 1. Refresh the behaviour policy as part of the policy review, enhancing clarity on staff responsibilities and behavioural steps/stages. 2. Train staff on the updated behaviour policy, focusing on consistent management and sanctions. 3. Implement regular monitoring to ensure policy adherence and respectful behaviour aligned with protected characteristics. | Evaluated through staff feedback, behavioural data, and consistency of policy application in classrooms. | Head of School, SLT, All Staff | End of academic year 2025 | TBD | 4.4 | Builds on the current behaviour approach to enhance accountability, respect, and consistency in behaviour mng'ment. |
| | **Target derived from QA self-reflection.** | | | | | | | |

Personal Development

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school equips learners to be responsible, respectful, active citizens who contribute positively to local, national (Manx) and the global society. | Implement a renewed 30-day Kindness Challenge with follow-up Super Learning Days by John Maggee. | 1. Renew the 30-day Kindness Challenge. 2. Host Super Learning Days led by John Maggee to emphasise kindness in action. 3. Follow up with reflection activities post-event. | Pupil surveys and staff feedback post-event to gauge impact on school culture and pupil engagement. | Leadership Team, Event Coordinators | Summer term 2025 | TBD | 5.1 | Early implementation of kindness principles, reinforced by external expertise to enhance school culture and pupil involvement. |
| | **Target derived from QA Self evaluation** | | | | | | | |

**LAXEY**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school equips learners to be responsible, respectful, active citizens who contribute positively to local, national (Manx) and the global society. | Encourage acts of kindness and promote personal responsibility through whole-school kindness projects and community events. | 1. Repeat the 30-day Kindness Challenge. 2. Host Rock Kidz for kindness workshops in October 2024. 3. Organize 95th Anniversary tea towel project to celebrate school's history and community. | Pupil feedback on kindness challenge and workshops, alongside community engagement in the 95th Anniversary event. | Leadership Team, Teachers | End of October 2024 | TBD | 5.1 | Rock Kidz workshops will support the kindness initiative, and the tea towel project will foster community spirit and school pride. |
| | **Target derived from QA Self evaluation** | | | | | | | |

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school equips learners to be responsible, respectful, active citizens who contribute positively to local, national (Manx) and the global society. | Implement the Willaston Kindness Curriculum. | Implement the Willaston Kindness Curriculum - launch expectations in a staff meeting, link to Willaston Way (Warm hearted) and introduce in lessons to children. | Pupil feedback on Kindness Curriculum. | Head of School | End of academic year 2025 | TBD | 5.1 | Potential to link in to a Super Learning Day with Kindness Coach John Maggee. |
| | **Target derived from QA Self evaluation** | | | | | | | |

**5.2** Learners are resilient, adaptable and understand the value of the knowledge, skills and qualifications they are acquiring. They feel supported to make suitable, realistic and informed choices based on their skills, strengths and preferences.

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Learners are resilient, adaptable and understand the value of the knowledge, skills and qualifications they are acquiring. | Support pupils in developing resilience and adaptability | 1. Integrate resilience lessons through Isle Listen | Pupil feedback sessions | Leadership Team | Ongoing | None | 5.2 | Keep focus on skill-building for resilience. |
| | **Target derived from QA Self evaluation** | | | | | | | |

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Learners are resilient, adaptable and understand the value of the knowledge, skills and qualifications they are acquiring. | Encourage pupils to make informed choices | Offer guidance on choices. | Track decision outcomes | Leadership Team, Teachers | Ongoing | TBD | 5.2 | Minimal intervention |
| | **Target derived from QA Self evaluation** | | | | | | | |

**WILLASTON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Learners are resilient, adaptable and understand the value of the knowledge, skills and qualifications they are acquiring. | Promote adaptability and self-awareness | Classroom discussions on choices | Monitor pupil reflections | Leadership Team, Teachers | End of academic year 2025 | TBD | 5.2 | Light, ongoing support |
| | **Target derived from QA Self evaluation** | | | | | | | |

**5.3  Schools use evidence-based measures to assess wellbeing and personal development and monitor the impact of interventions applied.**

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Schools use evidence-based measures to assess wellbeing and personal development and monitor the impact of interventions applied. | Monitor impact of wellbeing interventions | Regular wellbeing checks | Track wellbeing evidence informally | Leadership Team | Ongoing | None | 5.3 | Use simple data points |
| | **Target derived from QA Self evaluation** | | | | | | | |

## LAXEY

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Schools use evidence-based measures to assess wellbeing and personal development and monitor the impact of interventions applied. | Assess and track personal development | Apply wellbeing measures | Review intervention impact | Assistant Head of School | Ongoing | TBD | 5.3 | Minimal resource input |
| | **Target derived from QA Self evaluation** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Learners are resilient, adaptable and understand the value of the knowledge, skills and qualifications they are acquiring. | Evidence-based wellbeing assessment | Conduct regular check-ins | Assess changes over time | Leadership Team, Teachers | End of academic year 2025 | TBD | 5.3 | Focus on measurable outcomes |
| | **Target derived from QA Self evaluation** | | | | | | | |

Leadership and Development

**6.1** Leaders embed a clear vision and values that are appropriate, relevant and ambitious. The school's improvement priorities are derived from self-evaluations which are aligned to the vision.

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders embed a clear vision and values that are appropriate, relevant and ambitious. The school's improvement priorities are derived from self-evaluations which are aligned to the vision. | Promote and embed the school's vision and values across various platforms and meetings. | Executive Headteacher to actively promote the school's vision through social media, websites, newsletters, staff PDFs, assemblies, parents events, and governors meetings. | Evaluation will be based on the consistency of values-based language and alignment of SIP to QA self-evaluation. | EHT | Ongoing throughout the 2024-2025 academic year | TBD | 6.1 | Focus on unique identity and vision. |
| | **Target derived from EHT / SLT agreement.** | | | | | | | |

**LAXEY**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders embed a clear vision and values that are appropriate, relevant and ambitious. The school's improvement priorities are derived from self-evaluations which are aligned to the vision. | Promote and embed the school's vision and values across various platforms and meetings. | Executive Headteacher to actively promote the school's vision through social media, websites, newsletters, staff PDFs, assemblies, parents events, and governors meetings. | Evaluation will be based on the consistency of values-based language and alignment of SIP to QA self-evaluation. | EHT | Ongoing throughout the 2024-2025 academic year | TBD | 6.1 | Focus on unique identity and vision. |
| | **Target derived from EHT / SLT agreement.** | | | | | | | |

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders embed a clear vision and values that are appropriate, relevant and ambitious. The school's improvement priorities are derived from self-evaluations which are aligned to the vision. | Rework and embed the school vision - to include the new "Willaston Way" - alongside statutory and internal policies policies. | 1. Update the school's vision statement to reflect ongoing changes and Willaston Way, Willaston Values etc. 2. Ensure policies are fully integrated and adhered to. 3. Provide staff training to raise awareness of safeguarding processes. | Staff feedback and safeguarding audit results. Leadership and staff surveys to monitor the understanding of the updated vision and values. | EHT / HoS | End of academic year 2025 | TBD | 6.1 | Policies to be regularly updated throughout the year, resulting in a Willaston Standards and Systems Framework, bringing Willaston in step with Dhoon and Laxey. |

**Target derived from EHT / SLT agreement.**

**6.2   Leaders build and sustain a learning culture for their staff.**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders build and sustain a learning culture for their staff. | Provide leadership development opportunities by attending Jonathan Lear's course on leading a writing curriculum. | 1. Select senior or middle leaders to attend Jonathan Lear's "Leading an Aspirational Writing Curriculum" training. 2. Use insights from the course to refine the writing curriculum and leadership practices in school. | Feedback from attending leaders and improvements in writing curriculum design as a result of training. | Leadership Team, Senior & Middle Leaders | Autumn Term 2024 | TBD | 6.2 | This training aligns with the goal of enhancing curriculum design and leadership skills, especially around writing and curriculum delivery. |

**Target derived from QA self-evaluation**

**LAXEY**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders build and sustain a learning culture for their staff. | Maintain and continue the use of the Professional Development Framework (PDF) for all teachers. | Align ongoing PDF activities with DESC policy and agreed timelines. | Effectiveness to be evaluated through staff performance and growth metrics. | School Leadership Team | Ongoing throughout the 2024-2025 academic year | Min | 6.2 | Aligned with DESC expectations. |

**Target derived from EHT / SLT agreement.**

**WILLASTON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders build and sustain a learning culture for their staff | Provide leadership development opportunities by attending Jonathan Lear's course on leading a writing curriculum. | 1. Select senior or middle leaders to attend Jonathan Lear's "Leading an Aspirational Writing Curriculum" training. 2. Use insights from the course to refine the writing curriculum and leadership practices in school. | Feedback from attending leaders and improvements in writing curriculum design as a result of training. | Leadership Team, Senior & Middle Leaders | Autumn Term 2024 | TBD | 6.2 | This training aligns with the goal of enhancing curriculum design and leadership skills, especially around writing and curriculum delivery. |

**Target derived from EHT / SLT agreement.**

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders create effective partnerships with all stakeholders. | Strengthen community involvement through the Parent Task Force. | 1. Develop Parent Task Force involvement in key school projects, such as the EYFS outdoor area redevelopment. 2. Host "Coffee & Chat" events to foster community cohesion. 3. Enhance interschool collaboration through joint initiatives like Pobble assessments and SLT meetings. | Feedback from parents, successful completion of school projects, and evaluation of interschool collaborative events. | Head of School, Parent Task Force | Ongoing through academic year 2024-25 | Min | 6.3 | Aims to boost community engagement and utilise parent support in school improvement projects. |
| | Target derived from QA self-evaluation | | | | | | | |

**LAXEY**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Ref | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders create effective partnerships with all stakeholders. | Enhance community engagement through the Parent Forum and heritage initiatives. | 1. Maintain the Parent Forum and involve them in planning and executing a Laxey Heritage/Tradition event. 2. Strengthen collaboration with other schools via joint training and IQM network meetings. 3. Conduct regular interschool SLT meetings. | Measured through parent feedback, event success, and participation in interschool collaborations. | Head of School, Parent Forum | Ongoing throughout the 2024-2025 academic year | Min | 6.3 | Focused on preserving local heritage while fostering strong partnerships within and across schools. |
| | Target derived from EHT / SLT agreement. | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders create effective partnerships with all stakeholders. | Build strong partnerships with parents/carers and the broader school community to shape the 'Willaston School learning offer.' | 1. Engage parents/carers in shaping the aspirational "Willaston School learning offer." 2. Leverage insights from External Validation to enhance community involvement. 3. Strengthen ties with other schools via joint training, AI initiatives, and IQM network meetings. | Assessed through parent/carer feedback, external validation follow-up, and outcomes of collaborative initiatives. | Leadership Team | Ongoing through academic year 2024-25 | TBD | 6.3 | Aims to create a community-centred learning environment, aligning with best practices and fostering interschool collaboration. |
| | **Target derived from EHT / SLT agreement.** | | | | | | | |

**6.4    Leaders establish a respectful culture which positively promotes and supports wellbeing.**

## DHOON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders establish a respectful culture which positively promotes and supports wellbeing. | Sustain a positive school culture that supports wellbeing. | Continue current wellbeing initiatives and communicate regularly about them through existing channels. | Evaluation will be based on general staff and student wellbeing surveys. | School Leadership Team | Ongoing throughout the 2024-2025 academic year | N/A | 6.4 | Minimal additional workload. |
| | **Target derived from QA self-evaluation** | | | | | | | |

## LAXEY

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders establish a respectful culture which positively promotes and supports wellbeing. | Sustain a positive school culture that supports wellbeing. | Continue current wellbeing initiatives and communicate regularly about them through existing channels. | Evaluation will be based on general staff and student wellbeing surveys. | School Leadership Team | Ongoing throughout the 2024-2025 academic year | N/A | 6.4 | Minimal additional workload. |
| | **Target derived from QA self-evaluation** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders establish a respectful culture which positively promotes and supports wellbeing. | Develop a proactive and strategic approach to monitoring and improving staff wellbeing, reducing staff absence. | 1. Create a staff wellbeing committee to gather feedback and monitor needs. <br><br>2. Develop a staff wellbeing action plan. <br><br>3. Regularly review and evaluate the wellbeing impact on staff absence rates. | Staff feedback, wellbeing surveys, and monitoring of staff absence rates will evaluate the impact. | Leadership Team, All Staff, Governors | End of academic year 2024-255 | TBD | 6.4 | External validation highlighted the need to address staff wellbeing proactively, ensuring reduced absence and sustained morale. |
| | **Target derived from External Validation** | | | | | | | |

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school adheres to all statutory policies regarding child protection and safeguarding. | Ensure safeguarding policy is accessible and staff are fully informed. | 1. Share safeguarding policy with all staff, ensuring accessibility, especially for new staff. 2. Head of School to conduct annual safeguarding audit. | Policy accessibility and completion of annual audit. | Head of School (DSL) | Ongoing, with audit completed annually | N/A | 6.5 | Emphasizes staff awareness and adherence to safeguarding standards. |
| | **Target derived from QA self-evaluation** | | | | | | | |

**LAXEY**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to BeAchieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school adheres to all statutory policies regarding child protection and safeguarding. | Maintain safeguarding awareness and ensure compliance through audits. | 1. Ensure safeguarding policy is shared with all staff, focusing on new staff access. 2. Conduct an annual safeguarding audit by Head of School. | Reviewed through staff feedback and completion of annual audit. | Head of School (DSL) | Ongoing, with audit completed annually | N/A | 6.5 | Aims to maintain clear communication of safeguarding protocols and compliance. |
| | **Target derived from QA self-evaluation** | | | | | | | |

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| The school adheres to all statutory policies regarding child protection and safeguarding. | Reinforce safeguarding awareness and ensure policy adherence across staff. | 1. Make safeguarding policy accessible for all staff, with focus on new hires. 2. Head of School to perform annual safeguarding audit. 3. Provide bi-annual safeguarding and CP training to all staff, delivered by DESC Safeguarding Officer (Autumn Term). | Evaluated through audit completion, training attendance, and staff feedback. | Head of School, DESC Safeguarding Officer | Ongoing, with audit and training annually | TBD | 6.5 | Ensures comprehensive safeguarding awareness and policy adherence with extra training support. |
| | **Target derived from QA self-evaluation** | | | | | | | |

6.6     **Leaders ensure that there are appropriate systems in place to identify and monitor concerns, to address attendance and punctuality and appropriate action taken if required.**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders ensure that there are appropriate systems in place to identify and monitor concerns, to address attendance and punctuality and appropriate action taken if required. | Maintain consistent monitoring of attendance and punctuality. | 1. Monitor attendance and punctuality data for pupils giving cause for concern. 2. Address any issues identified through established procedures. | Evaluated through attendance reports and punctuality data. | Head of School | Ongoing | N/A | 6.6 | Attendance is stable; monitoring will continue as needed for pupils with concerns. |
| | **Target derived from QA self-evaluation** | | | | | | | |

## LAXEY

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to BeAchieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders ensure that there are appropriate systems in place to identify and monitor concerns, to address attendance and punctuality and appropriate action taken if required. | Continue to monitor attendance and punctuality where necessary. | 1. Review attendance and punctuality for any pupils giving cause for concern. 2. Address issues as per existing protocols. | Attendance and punctuality data, specifically tracking any cases of concern. | Head of School | Ongoing | N/A | 6.6 | Attendance not a growth area; monitoring will focus on pupils with emerging concerns. |
| | **Target derived from QA self-evaluation** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders ensure that there are appropriate systems in place to identify and monitor concerns, to address attendance and punctuality and appropriate action taken if required. | Maintain and strengthen attendance and punctuality monitoring. | 1. Use established systems to monitor and review attendance and punctuality consistently. 2. Address attendance or punctuality issues as they arise through structured interventions. | Evaluated through attendance records and punctuality reviews. | Head of School | Ongoing | N/A | 6.6 | Strong systems already in place; focus remains on sustained monitoring and intervention as needed. |
| | **Target derived from QA self-evaluation** | | | | | | | |

**DHOON**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Ref | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders analyse data and information to inform school improvement priorities, teaching and learning. | Maintain data-driven decision-making. | Continue production of Performance Data Analysis / Evaluation Report. | Ongoing use of report in SIP and teaching/ learning strategies. | Data team led by headteacher. | Annual | Minimal (mostly time for data analysis and report production). | 6.7 | Emphasis on using data for specific school improvement priorities. |
| | **Target applies to all 3 schools** | | | | | | | |

**LAXEY**

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders analyse data and information to inform school improvement priorities, teaching and learning. | Maintain data-driven decision-making. | Continue production of Performance Data Analysis / Evaluation Report. | Ongoing use of report in SIP and teaching/ learning strategies. | Data team led by headteacher. | Annual | Minimal (mostly time for data analysis and report production). | 6.7 | Emphasis on using data for specific school improvement priorities. |
| | **Target applies to all 3 schools** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Ref | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders analyse data and information to inform school improvement priorities, teaching and learning. | Improve data-driven decision-making. | Implement termly tracking on Arbor across all year groups; Continue production of Performance Data Analysis / Evaluation Report; Pupil Progress Meetings with senior leaders to verify and moderate data. | Successful implementation of termly tracking; Ongoing use of report in SIP and teaching/ learning strategies. | Data team led by headteacher. | Termly for tracking; Annual for the report. | Minimal (mostly time for data analysis, Arbor implementation, and meetings). | 6.7 | Immediate focus on termly tracking and Pupil Progress Meetings to align with Dhoon and Laxey. |
| | **Target applies to all 3 schools** | | | | | | | |

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**6.8**     **Leaders provide effective support and ensure that the pedagogical approaches are appropriate for their school.**

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## DHOON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Ref | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders provide effective support and ensure that the pedagogical approaches are appropriate for their school. | Strengthen and deepen the use of WalkThru techniques, ensuring they are integrated across teaching practices. | 1. Schedule regular peer observation sessions focused on WalkThru techniques. 2. Integrate WalkThru reflection and practice in all staff meetings. 3. Provide targeted feedback and ongoing coaching to enhance specific techniques. | Staff feedback and observed improvements in teaching practices, with progress tracked through peer observation notes. | Leadership Team, Teaching Staff | Ongoing throughout academic year 2025 | C£400 | 6.8 | Builds on last year's introductory use of WalkThrus, moving towards consistent, reflective application and peer-supported improvement. |
| | **Target applies to all 3 schools** | | | | | | | |

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders provide effective support and ensure that the pedagogical approaches are appropriate for their school. | Consolidate WalkThru techniques to ensure consistent, high-quality application in classroom instruction. | 1. Host quarterly workshops to discuss WalkThru techniques and share best practices. . <br> 2. Implement reflective sessions in which teachers discuss challenges and successes with WalkThrus. <br> 3. Facilitate a mentoring program pairing experienced users with new staff. | Feedback from workshops, mentoring reflections, and quarterly reviews of classroom practices will track WalkThru's integration. | Leadership Team, Teachers | Ongoing throughout academic year 2025 | TBD | 6.8 | Encourages collaboration and consistency in WalkThru use, with structured support to ensure high-quality pedagogical implementation. |
| | **Target applies to all 3 schools** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Ref | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders provide effective support and ensure that the pedagogical approaches are appropriate for their school. | Embed WalkThru techniques fully into school pedagogy through regular reflection, feedback, and improvement cycles. | 1. Schedule regular peer observation sessions focused on WalkThru techniques. 2. Integrate WalkThru reflection and practice in all staff meetings. 3. Provide targeted feedback and ongoing coaching to enhance specific techniques. | Evaluation of classroom practices via reflection feedback and term-end review of teacher progress and technique application. | Leadership Team, All Staff | End of each term, academic year 2025 | Builds on the existing WalkThru foundation by incorporating self-reflection and termly evaluations, ensuring continuous improvement and alignment with school pedagogy. | 6.8 | Immediate focus on termly tracking and Pupil Progress Meetings to align with Dhoon and Laxey. |
| | **Target applies to all 3 schools** | | | | | | | |

> **6.9    Leaders appropriately allocate and review budgets and resources.**

## DHOON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders appropriately allocate and review budgets and resources. | Ensure budgetary compliance and resource allocation according to DESC guidelines. | Conduct regular budget meetings with school administrator and Heads of Schools according to existing protocols. | Evaluation based on annual financial reports. | School Leadership Team | Ongoing throughout the 2024-2025 academic year | N/A | 6.9 | Minimal additional workload. |
| | **Target derived from EHT / SLT agreement.** | | | | | | | |

## LAXEY

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | When It Is to Be Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders appropriately allocate and review budgets and resources. | Address financial recommendations from the External Validation report to ensure effective budgeting practices. | 1. Scope financial needs based on External Validation recommendations. 2. Attend financial training through IOM Government (financial regulations update), NAHT, and other relevant providers. | Evaluated through compliance with financial recommendations and application of training insights in budgeting practices. | EHT | End of academic year 2024-25 | Training fees as applicable | 6.9 | Ensures that financial practices align with External Validation feedback and government standards. |
| | **Target derived from External validation** | | | | | | | |

## WILLASTON

| QA Indicator | Target | Actions | Evaluation | Who is Responsible | Achieved By | Cost | SEF Reference | Notes |
|---|---|---|---|---|---|---|---|---|
| Leaders appropriately allocate and review budgets and resources. | Ensure budgetary compliance and resource allocation according to DESC guidelines. | Conduct regular budget meetings with school administrator and Heads of Schools according to existing protocols. | Evaluation based on annual financial reports. | School Leadership Team | Ongoing throughout the 2023-2024 academic year | N/A | 6.9 | Minimal additional workload. |
| | **Target derived from EHT / SLT agreement.** | | | | | | | |

# Early Years Provision

The Foundation Stage (FS) assessment in our schools is focused on measuring attainment across the Early Learning Goals (ELGs), which are categorised into seven areas of learning. Achieving a **Good Level of Development (GLD)** indicates that a pupil has met the expected standard across each prime area and specific areas related to literacy and mathematics. The 17 ELGs assessed are:

- **Personal, Social, and Emotional Development (PSE)**: making relationships (MR), self-confidence and self-awareness (SCSA), managing feelings and behaviour (MFB)
- **Communication and Language (C&L)**: listening and attention (L&A), understanding (U), speaking (S)
- **Physical Development (PD)**: moving and handling (M&H), health and self-care (H&Sc)
- **Literacy (LIT)**: reading (R), writing (W)
- **Mathematics (MATHS)**: numbers (N), shape, space and measures (SSM)
- **Understanding the World (WORLD)**: people and communities (PC), the world (TW), technology (TECH)
- **Expressive Arts and Design (A&D)**: exploring media and materials (EMM), being imaginative (BI)

The **GLD** criteria require that a child achieves a secure level across all prime areas and specific targets within literacy and mathematics. Below is a summary of Foundation Stage GLD attainment data for Dhoon, Laxey, and Willaston Schools for the 2023-24 academic year, compared to the Isle of Man average GLD of **72.6%.**

## Summary of FS Attainment Data by School

| School | GLD Attainment | Comparison to Isle of Man Average (72.6%) | Boys' GLD % | Comparison to Island Avg for Boys | Girls' GLD % | Comparison to Island Avg for Girls |
|---|---|---|---|---|---|---|
| **Dhoon School** | 75% | +2.4% above | 60% | -10.6% below | 85.7% | +11.2% above |
| **Laxey School** | 83.9% | +13.3% above | 81.8% | +11.2% above | 100% | +10.5% above |
| **Willaston School** | 65% | -7.6% below | 42.9% | -27.7% below | 80% | +5.5% above |

### Dhoon School

- **Overall GLD**: 75% of pupils achieved a GLD, which is **2.4% higher** than the island average.
- **Boys' Attainment**: 60% of boys achieved a GLD, which is **10.6% below** the island average for boys.
- **Girls' Attainment**: 85.7% of girls achieved a GLD, **11.2% higher** than the island average for girls.

**Interpretation**: Dhoon School's attainment in the Foundation Stage remains consistently above the Isle of Man average, marking the seventh consecutive year of higher-than-average GLD outcomes. The school assesses its Foundation Stage attainment as **highly effective**, with a particular strength in the attainment levels among girls. Targeted support may be required to raise GLD levels among boys.

### Laxey School

- **Overall GLD**: 83.9% of pupils achieved a GLD, **13.3% higher** than the island average.
- **Boys' Attainment**: 81.8% of boys achieved a GLD, **11.2% higher** than the island average for boys.
- **Girls' Attainment**: 100% of girls achieved a GLD, **10.5% higher** than the island average for girls.

**Interpretation**: Laxey School demonstrates strong Foundation Stage outcomes, with an overall GLD rate significantly above the island average. This represents the seventh consecutive year of high attainment, and the school therefore judges its Foundation Stage attainment as **highly effective**. Both boys and girls are achieving well above average, with girls achieving a perfect GLD rate of 100%.

### Willaston School

- **Overall GLD**: 65% of pupils achieved a GLD, **7.6% below** the island average.
- **Boys' Attainment**: 42.9% of boys achieved a GLD, **27.7% below** the island average for boys.
- **Girls' Attainment**: 80% of girls achieved a GLD, **5.5% above** the island average for girls.

**Interpretation**: Willaston School's attainment is currently below the Isle of Man average, although it shows significant improvement over previous years, narrowing the gap from a **31.5% deficit** last year to just **7.6%**. This marked improvement reflects the impact of recent initiatives, though there remains a need for continued focus, particularly in raising boys' attainment. **Attainment in Foundation Stage at Willaston School is thus considered a growth priority**.

## Strategic Recommendations for this School Improvement Plan

| Recommendation | Focus Area | Details |
|---|---|---|
| **Targeted Support for Boys at Dhoon and Willaston** | Gender Gap in GLD | Both schools show a notable gender gap, with boys achieving lower GLD rates than girls. Tailored interventions focused on key ELG areas for boys may help close this gap. |
| **Sustaining High Standards at Laxey** | Maintaining High GLD Rates | Laxey's GLD rates are consistently high, especially for girls. Continued focus on a stimulating learning environment and strong EYFS teaching practices is essential. |
| **Growth Priority at Willaston** | Improving GLD Achievement | Following improvements from last year, prioritise strategies to support GLD achievement at Willaston, especially for boys. This may include EYFS-focused professional development, additional resources, and interventions for children at risk of not meeting GLD targets. |
| **Cross-School Collaboration** | Sharing Best Practices Across Schools | Sharing Laxey's successful practices with Dhoon and Willaston could enhance strategies, particularly in engaging boys and enriching early learning environments. Staff collaboration across schools may foster improvements. |
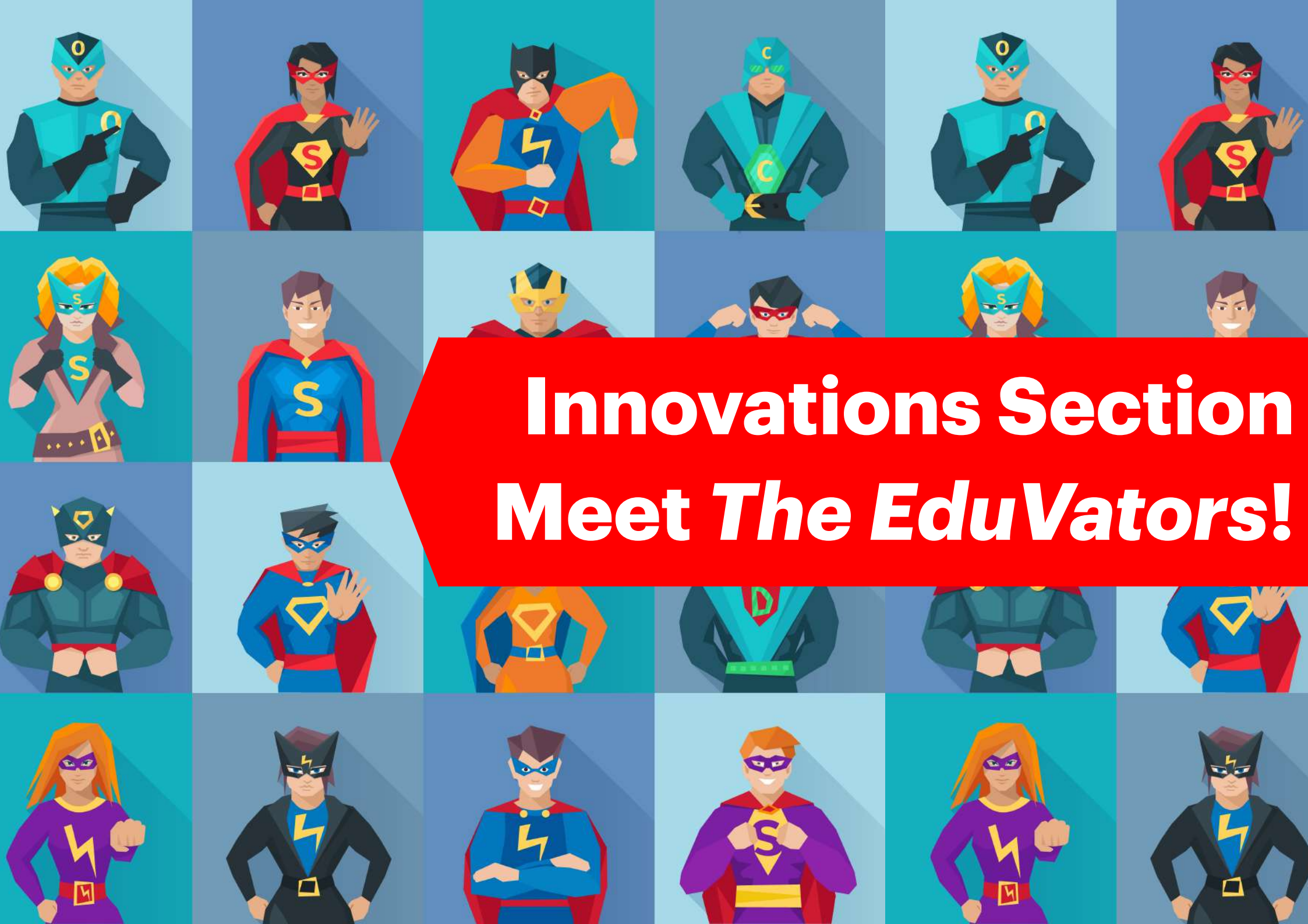
Innovations Section
Meet *The EduVators!*

# Our EduVators

We are excited to embark on a new chapter in our educational journey, one that merges the heart of education with the spirit of innovation. From today, we are no longer just teachers; we are Eduvators!

An Eduvator is not bound by the confines of traditional teaching methods. We are pioneers, leading the charge in transformative educational practices. We breathe life into lessons, infusing them with creativity and forward-thinking strategies. Our role is not merely to instruct but to inspire, to ignite the flames of curiosity and wonder in every learner.

Eduvation isn't just about teaching; it's about shaping the future. It's about recognising that in our ever-changing world, learning must evolve, adapt, and innovate. And we, as Eduvators, are at the forefront of this evolution! Together we are committed to:

- Empowering each pupil, recognising their unique potential and tailoring our approach to unlock it.
- Daring to challenge the status quo, to think outside the textbook, and to bring fresh, dynamic methods into our classrooms.
- Uniting in our shared goal of making education not just a process but an exciting journey of discovery.
- Venturing into new territories of knowledge, ensuring our students are equipped for the world of tomorrow.
- Achieving unparalleled levels of engagement, where each lesson becomes an adventure.
- Transforming the educational landscape, setting new standards of excellence and innovation.
- Orienting our methods towards the future, anticipating the skills and knowledge our pupils will need.
- Reimagining the very essence of teaching, turning every class into a masterpiece of eduvation.

Embrace our new identity. Let the spirit of eduvation guide our every lesson, interaction, and decision. The future of education is here, and it starts with us, the incredible Eduvators!

# Empowering the Future: Integrating Human Intelligence with AI for Educational Excellence

In a swiftly evolving world, our role as educators extends beyond the classroom, shaping the future of each pupil by adapting to the advancements that define their tomorrow. Artificial Intelligence (AI) is no longer a distant concept; it's here, offering transformative potential for our schools. Last year, we introduced AI as a powerful ally in our educational journey—an innovative force to streamline tasks, personalise learning, and amplify teaching effectiveness. This year, we deepen our commitment to this frontier with a new objective: cultivating mastery over AI by harmonising it with our human intelligence.

Imagine a school where the synergy between human skills and AI tools elevates the learning experience. A place where teachers have the freedom to focus on engaging, inspiring, and nurturing their pupils while AI handles time-consuming tasks. This integration isn't about replacing our roles but enhancing them, allowing us to address individual learning needs with unparalleled accuracy and responsiveness.

**Our Path to Mastery** begins with **AI Activation**—embedding AI tools into our daily practices, providing staff and pupils with the familiarity and confidence to use this technology. We then progress to **Developing Human Intelligence in AI** with a three-pronged approach: **Human Oversight**, ensuring quality and reliability in AI outputs; **Human Skillset,** equipping our staff with prompting and validation techniques; and **Human Usage**, developing discernment and efficiency in application. Ultimately, this leads to **Human Mastery of AI**, where our expertise in AI supports, rather than substitutes, human intuition and judgment, creating a balanced educational environment.

We are not just educators in this journey; we are **Eduvators**—pioneers who embrace AI not as a mere tool but as an extension of our dedication to providing the highest standard of education. By engaging in training, fostering partnerships with experts, and encouraging continuous learning among our staff, we aim to position our schools at the forefront of AI-integrated education. Let us redefine the future of learning together. Let us bridge the intelligence of AI with the empathy and insight of human teaching, setting new standards of excellence and preparing each child for a world rich with possibilities.

| Aspect | Description | Actions / Steps | Responsible | Timeline |
|---|---|---|---|---|
| **Staff AI Upskilling** | Build on last year's training to upskill staff in using AI tools for report writing and classroom management | - Invite Chris Kissack for bespoke Inservice training building on previous training. | Executive Headteacher | Completed |
| **AI Activation** | Engage staff in understanding and adopting AI tools as part of daily tasks | Step 1: "Activation" - Get all staff and pupils onboard with AI as a tool for efficiency and enhancement | Executive Headteacher | Autumn Term |
| **Human Oversight** | Focus on developing oversight skills to ensure quality in AI usage | Step 2a: Develop oversight to master and QA AI-generated results | Executive Headteacher | Spring Term |
| **Human Skillset** | Enhance specific skills for effective AI use, including prompting and accuracy validation | Step 2b: Equip staff with skills for prompting, validation, and maintaining accuracy in AI output | Executive Headteacher | Ongoing |
| **Human Usage** | Encourage discernment and efficiency in using AI tools | Step 2c: Train staff to make efficient and discerning use of AI | Executive Headteacher | Summer Term |
| **Human Mastery** | Aim to achieve mastery by aligning oversight, skillset, and usage capabilities | Outcome: Integrate all three aspects to reach a level of AI Human Mastery | Executive Headteacher | By end of Academic Year |
| **Leadership Development** | Enhance leadership skills for responsible AI use and develop connections with AI experts | - Attend Responsible AI for Senior Leaders training<br>- Continue partnerships with Chris Kissack, Jason Bissell, and others | Executive Headteacher, CoG | Ongoing |
| **Ed Tech Exposure** | Broaden knowledge on Ed Tech and Ped Tech trends | - CoG and ET to attend Brilliant Festival on Ed Tech and Ped Tech | CoG, Executive Team | October 2024 |

| Aspect | Target | Actions | Evaluation | Who is Responsible | When to be Achieved By | Cost | Notes |
|---|---|---|---|---|---|---|---|
| **Career Exploration** | Grow awareness of career options and future aspirations in Year 6 | - Conduct "Aspiration Fortnight" at Willaston<br>- Regular career discussions in Year 6 | Pupil feedback on aspirations and interests | Y6 teaching team, Willaston | Spring Term 2025 | N/A | Y6 teachers to support initiatives and explore new partnerships in business. |
| **Business Skills** | Introduce Y6 pupils to basic entrepreneurial concepts through hands-on projects | - Launch Dragons Den-style event for Year 6 at Laxey and Dhoon<br>- Encourage teamwork, innovation, and presentation | Engagement and project outcomes | Head of Schools, Dhoon & Laxey | Summer Term 2025 | TBD | Opportunity for pupils to develop confidence in pitching ideas and solving challenges - CoG to advise if possible. |
| **Professional Connections** | Strengthen school-to-business links for real-world learning experiences | - EHT and leadership to pursue partnerships with local businesses<br>- Seek guest speakers and mentorship opportunities | Quality and quantity of new partnerships | Executive Headteacher | Ongoing | N/A | CoG to advise and support in establishing business connections for educational purposes |
| **Transition Work** | Support a seamless transition from primary to secondary, including career and skills focus | - Conduct career and skill-based transition activities in Year 6 | Secondary teacher feedback and pupil readiness | Head of School, Willaston | Summer Term 2025 | N/A | Builds pupil confidence in future academic environments |
| **Employment and Skills Fair** | Leverage community events to expose pupils to diverse job sectors and skills | - TLR at Dhoon to support DESC Employment and Skills Fair<br>- Share insights with Dhoon pupils through workshops | Feedback from TLR and application in school projects | TLR Dhoon | Spring Term 2025 | N/A | TLR brings insights from fair to enrich school-based career learning initiatives |

## Theme: DESC Level Governing Body Reforms.

| Aspect | Target | Actions | Evaluation | Who is Responsible | When to be Achieved By | Cost | Notes |
|---|---|---|---|---|---|---|---|
| Governance Reform | Standardize governance across IOM schools (DESC priority) | Centralise communication on a TEAMs channel, pilot DESC-level templates, and store all files on Teams | Effectiveness of standardized procedures | Executive Headteacher, Governing Body | By End of Academic Year | None | MK involved in pilot; aligns with DESC initiative to professionalize governance |

## Theme: First Aid Training.

| Aspect | Target | Actions | Evaluation | Who is Responsible | When to be Achieved By | Cost | Notes |
|---|---|---|---|---|---|---|---|
| First Aid | Update First Aid qualifications | Schedule two twilight training sessions with St John Ambulance | Certification records updated for all staff | Executive Headteacher, St John Ambulance | November 2024 | Cost of training | Reflects commitment to safety standards |

## Theme: Data Protection: GDPR Compliance Project.

| Aspect | Target | Actions | Evaluation | Who is Responsible | When to be Achieved By | Cost | Notes |
|---|---|---|---|---|---|---|---|
| GDPR Compliance | Update DPIAs and Privacy Notices<br><br>Open and maintain a school ROPA | Update all DPIAs for software/websites, publish online, update school website Privacy Notice | Compliance with data protection laws | LXY Assistant Head of School | By end of Academic Year | TBD | Major undertaking; ensures transparent data handling practices |

## Theme: Teacher Development: Edge Hill Teacher Training Programme.

| Aspect | Target | Actions | Evaluation | Who is Responsible | When to be Achieved By | Cost | Notes |
|---|---|---|---|---|---|---|---|
| Teacher Training | Support two Edge Hill trainees | Facilitate sustained teaching practice for two second-year trainees | Performance assessment of trainees | Executive Headteacher, Head of School | Ongoing | Mentor time | Builds future teacher pipeline; strengthens school partnership |

## Theme: Laxey School 95th Anniversary.

| Aspect | Target | Actions | Evaluation | Who is Responsible | When to be Achieved By | Cost | Notes |
|---|---|---|---|---|---|---|---|
| Laxey's 95th Year | Mark 95th anniversary of Laxey<br><br>(*2025 inc. Willaston's 70th year - will need to mark*.) | Engage pupils in a whole-school tea towel project | Feedback from pupils, staff, and community | Executive Headteacher | End of Autumn Term | Project materials | Celebrates school history and builds community |

## Theme: Social Development

| Aspect | Target | Actions | Evaluation | Who is Responsible | When to be Achieved By | Cost | Notes |
|---|---|---|---|---|---|---|---|
| Social Skills | Foster kindness and empathy | Implement 30-day kindness challenge, workshops with Rock Kidz<br><br>Facilitate a Super Learning Day with Kindness Coach in Summer Term<br><br>Grandad Wheels (older person, disability) to visit "virtually" at Willaston to raise awareness of heritage and diversity. | Feedback from pupils and staff | Executive Headteacher, Rock Kidz | October 2024<br><br>July 2025 | Workshop costs | Builds positive relationships and school ethos |

## Theme: Outdoor Education: Wilderness Education for Year 5

| Aspect | Target | Actions | Evaluation | Who is Responsible | When to be Achieved By | Cost | Notes |
|---|---|---|---|---|---|---|---|
| Outdoor Learning | Develop resilience, teamwork, and relationships | Facilitate Year 5 trip to Outdoor Education Centre at Ardwhallin (DESC-led initiative that we will endorse and support) | Pupil feedback, assessment of skills gained | Executive Headteacher, Outdoor Education Centre | End of Spring Term | Trip costs (TBD) | Fosters resilience and teamwork through hands-on experience |

## Theme: Inclusion: National Inclusion Conference and Accreditations.

| Aspect | Target | Actions | Evaluation | Who is Responsible | When to be Achieved By | Cost | Notes |
|---|---|---|---|---|---|---|---|
| Inclusion | Re-apply for IQM and IiC status; professional development | Attend National Inclusion Conference, re-apply for IQM and IiC | Successful re-accreditation, implementation of best practices | Executive Headteacher | October 2024 | Conference fees | Ensures inclusive practices and enhances staff professional growth |

## Theme: Play and Physical Activity: Adventure Playground Installation at Willaston.

| Aspect | Target | Actions | Evaluation | Who is Responsible | When to be Achieved By | Cost | Notes |
|---|---|---|---|---|---|---|---|
| Play Environment | Enhance physical play facilities | Install new adventure playground equipment | Pupil feedback, observations of use | Facilities Management, Head of School | End of Academic Year | Installation costs (TBD) | Supports physical activity and social development |

# Target Tracker: The SIP Progress Snapshot
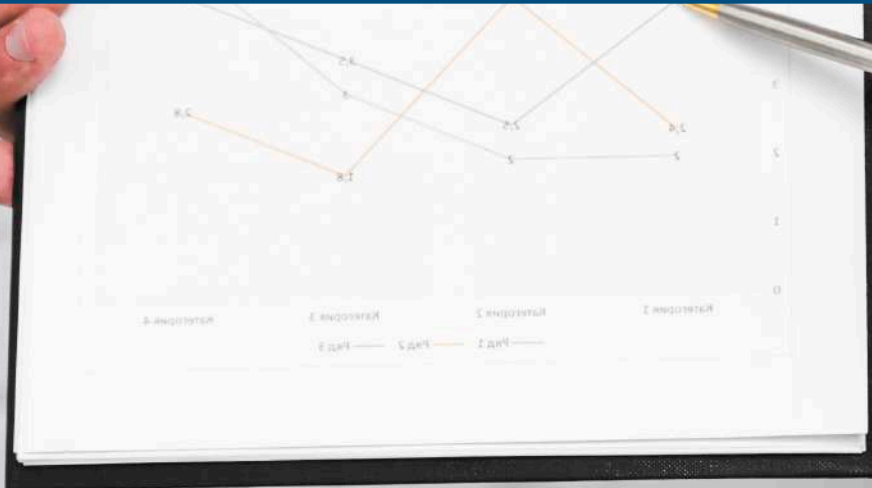
# Target Tracker

The Target Tracker stands as our command centre for monitoring the advancement of our School Improvement Plan. It's a streamlined, at-a-glance summary of each school's targets, organised by school to provide immediate insight into our progress.

With a clear RAG (Red, Amber, Green) rating system, this section simplifies status updates for the Senior Leadership Team. Red marks targets that are yet to be embarked upon, amber signifies actions that are actively in progress and on course, while green denotes objectives that have been successfully achieved.

This pragmatic approach ensures that the Tracker is a functional tool for regular review, serving as both a prompt for action and a beacon of accomplished goals. It's the pulse point of our plan, enabling us to maintain focus and direction as we navigate through our strategic educational objectives.

# Target Tracker: Dhoon School

| Target | Responsible | Status | | |
|--------|-------------|:---:|:---:|:---:|
| | | 🟥 | 🟧 | 🟩 |
| Appoint a new TLR position to lead and progress curriculum development across Dhoon School. | EHT, TLR3 | | | |
| Regular surveys to gauge student understanding and appreciation of the Dhoon High Five and Dhoon values. | SLT and Teaching Staff | | | |
| Ensure curriculum coherence across all year groups and subjects through structured leadership, monitoring, and alignment with DESC objectives. | Leadership Team, TLR3 Curriculum Leader | | | |
| Build on EduVators AI priorities to deepen engagement with technology and AI as learning tools. | Executive Headteacher, CoG, TLR3 Curriculum Leader | | | |
| Incorporate the new DESC Inclusive Education Guidance and Policy to support a fully inclusive environment at Dhoon School. | Leadership Team | | | |
| Schedule PDR sessions for each teacher to review and set professional goals. | EHT | | | |
| Continue WalkThrus for reflective practice; Implement Pobble training for writing assessment. | Leadership Team, TLR3 Curriculum Leader | | | |
| Redevelop the EYFS outdoor area with support from fundraising and the Parent Task Team. | Head of School,  Parent Task Team | | | |
| Act on IQM report recommendations and maintain Flagship Status. | Leadership Team | | | |
| Host in-person Pobble training for writing assessment consistency. | Leadership Team, Pobble Team, All Staff | | | |
| Support and monitor consistent reading progression for all pupils. | Leadership Team | | | |
| Annual production of Performance Data Analysis / Evaluation Report. | Data team led by headteacher. | | | |
| Maintain high levels of attainment and progress in KS1 and KS2. | Whole school, led by headteacher and senior management. | | | |
| Support Year 6 pupils in preparing for the transition to secondary school. | Leadership Team | | | |
| Maintain IQM Flagship Status by continuing to integrate learner voice. | Leadership Team | | | |
| Continue to immerse "Dhoon High Five" language in the school's everyday culture. | Head of School | | | |
| Invite Mr. M. Jackson (DESC Officer) to conduct a Quality Assurance review aligned with the IOM QA Framework, focusing on respectful and positive behaviour. | Leadership Team, Mr. M. Jackson | | | |
| Continue to enhance learner voice through Cornerstones Curriculum. | New TLR3 Curriculum Lead appointment | | | |

| | | | |
|---|---|---|---|
| Implement a renewed 30-day Kindness Challenge with follow-up Super Learning Days by John Maggee. | Leadership Team, Event Coordinators | | | |
| Support pupils in developing resilience and adaptability. | Leadership Team | | | |
| Track wellbeing evidence informally. | Leadership Team | | | |
| Executive Headteacher to actively promote the school's vision through social media, websites, newsletters, staff PDFs, assemblies, parents events, and governors meetings. | EHT | | | |
| Select senior or middle leaders to attend Jonathan Lear's "Leading an Aspirational Writing Curriculum" training. | Leadership Team, Senior & Middle Leaders | | | |
| Strengthen community involvement through the Parent Task Force. | Head of School | | | |
| 1. Share safeguarding policy with all staff, ensuring accessibility, especially for new staff. 2. Head of School to conduct annual safeguarding audit. | Head of School (DSL) | | | |
| Maintain consistent monitoring of attendance and punctuality. | Head of School | | | |
| Continue production of Performance Data Analysis / Evaluation Report. | Executive Headteacher | | | |
| Ensure budgetary compliance and resource allocation according to DESC guidelines. | School Leadership Team | | | |
| AI targets from EduVators section. | School Leadership Team | | | |
| Centralise communication on a TEAMs channel, pilot DESC-level templates, and store all files on Teams. | Executive Headteacher, Governing Body | | | |
| Update all DPIAs for software/websites, publish online, update school website Privacy Notice. | Executive Headteacher | | | |
| Facilitate sustained teaching practice for two second-year trainees. | Executive Headteacher, Head of School | | | |
| Engage pupils in a whole-school tea towel project. | Administrator | | | |
| Implement 30-day kindness challenge; workshops with Rock Kidz; Facilitate a Super Learning Day with Kindness Coach in Summer Term. | Executive Headteacher | | | |
| Facilitate Year 5 trip to Outdoor Education Centre at Ardwhallin (DESC-led initiative that we will endorse and support). | Year 5/6 teacher | | | |
| Attend National Inclusion Conference, re-apply for IQM and IiC. | Year 5/6 teacher | | | |
| Dhoon School shows a notable gender gap, with boys achieving lower GLD rates than girls. Tailored interventions focused on key ELG areas for boys may help close this gap. | All staff | | | |

| Target | Responsible | Status | | |
|---|---|:---:|:---:|:---:|
| | | 🟥 | 🟧 | 🟩 |
| Connect curriculum elements to create shared understanding of the "why" behind the curriculum with Laxey Learners at the centre. | Leadership Team, All Staff | | | |
| Aim for "Highly Effective" status through strengthening curriculum statements linked to Laxey Learners. | SLT | | | |
| All learners and stakeholders demonstrate a shared understanding of and are able to clearly articulate the intent of the curriculum with Laxey Learners at the centre. | SLT | | | |
| Expand on EduVators AI priorities to integrate AI as a personalised and collaborative learning tool. | Executive Headteacher, CoG, Assistant Headteacher | | | |
| Integrate the new DESC Inclusive Education Policy into Laxey's curriculum and practices, enhancing inclusivity. | Leadership Team | | | |
| Provide all teachers with structured access to their Professional Development Review (PDR) following DESC policy | EHT | | | |
| 1. Host Gareth Morewood for an update on low-arousal training, focusing on autism, ADHD, and complex behavioural needs.<br>2. Continue WalkThrus to support reflective classroom practice.<br>3. Conduct Pobble training with the national team for writing assessment consistency.<br>4. Engage staff in IQM cluster meetings. | Leadership Team | | | |
| Continue embedding WalkThru techniques, with emphasis on regular reflection and refinement. | Leadership Team, All Staff | | | |
| Grow the culture of assessment to develop consistency from EYFS to Year 6, especially at phase transition points. | Leadership Team, All Staff | | | |
| Ensure a high-quality, vibrant , inclusive learning environment. | Leadership Team, All Staff | | | |
| 1. Participate in Pobble Team's writing moderation training in February.<br>2. Establish moderation check-ins across Dhoon and Willaston for alignment.<br>3. Reflect on moderation outcomes to adjust criteria if needed. | Leadership Team, All Staff | | | |
| Promote reading and track progression for all pupils. | Leadership Team, | | | |
| Annual production of Performance Data Analysis / Evaluation Report | Data team led by headteacher. | | | |

| | | | | |
|---|---|---|---|---|
| Maintain high levels of attainment and progress in KS1 and KS2. | Whole school, led by headteacher and senior management. | | | |
| 1. Offer sessions for Year 6 pupils to discuss career interests. 2. Facilitate transition activities between KS2 and secondary schools. | Leadership Team | | | |
| Sustain IQM Flagship Status by further embedding and sustaining learner voice. | TLR2A for projects and Innovations | | | |
| External Validation identified Behaviour, Relationships and Attitudes as "Highly Effective" - maintain this established culture through current practice. | Whole school, led by headteacher and senior management. | | | |
| Maintain high levels of positive relationships and attitudes amongst pupils, and between pupils and staff. | Whole school, led by headteacher and senior management. | | | |
| Maintain highly effective learner habits through reflective practice and shared language of learning. | Whole school, led by headteacher and senior management. | | | |
| Maintain high levels of positive behaviour. | Head of School | | | |
| 1. Repeat the 30-day Kindness Challenge. 2. Host Rock Kidz for kindness workshops in October 2024. 3. Organise 95th Anniversary tea towel project to celebrate school's history and community. | Leadership Team, Teachers | | | |
| Encourage pupils to make informed choices | Leadership Team, Teachers | | | |
| Assess and track personal development | Assistant Head of School | | | |
| Executive Headteacher to actively promote the school's vision through social media, websites, newsletters, staff PDFs, assemblies, parents events, and governors meetings. | EHT | | | |
| Maintain and continue the use of the Professional Development Framework (PDF) for all teachers. | School Leadership Team | | | |
| 1. Maintain the Parent Forum and involve them in planning and executing a Laxey Heritage/Tradition event. 2. Strengthen collaboration with other schools via joint training and IQM network meetings. 3. Conduct regular interschool SLT meetings. | Head of School, Parent Forum | | | |
| Sustain a positive school culture that supports wellbeing. | School Leadership Team | | | |
| 1. Ensure safeguarding policy is shared with all staff, focusing on new staff access. 2. Conduct an annual safeguarding audit by Head of School. | Head of School (DSL) | | | |
| Continue to monitor attendance and punctuality where necessary. | Head of School | | | |
| Consolidate WalkThru techniques to ensure consistent, high-quality application in classroom instruction. | Leadership Team, Teachers | | | |
| Address financial recommendations from the External Validation report to ensure effective budgeting practices. | EHT | | | |

| Target | Responsible | Status | | |
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| Continue monitoring and refining the new curriculum to further enhance its impact on pupil success. | Leadership Team, Teachers | | | |
| 1. Organise informational sessions for parents, governors, and carers to engage them in the curriculum purpose.<br>2. Provide opportunities for pupil input on curriculum updates and development | Assistant Head of School | | | |
| 1. Redraft Progression Maps for T4W. 2. Conduct full staff training with an off-island T4W consultant focusing on fiction and non-fiction writing. 3. Embed T4W approach in planning and pedagogy across the school. | Writing lead | | | |
| Advance EduVators AI priorities, incorporating AI as a tool for personalised and collaborative learning. | EHT | | | |
| Embed the DESC Inclusive Education Policy within Willaston's curriculum and foster a supportive, inclusive environment. | Leadership Team | | | |
| Schedule individual PDR sessions to identify professional goals and development needs. | EHT | | | |
| T4W training with national trainer to enhance writing instruction.<br>Continue WalkThrus for reflective teaching.<br>Implement Pobble training for consistent writing assessments. | Leadership Team, Writing lead, inclusion lead. | | | |
| Enhance WalkThru technique application across classrooms through routine practice and reflective feedback. | Leadership Team, All Staff | | | |
| Implement a whole-school approach to assessment that uses all types of data to address learner needs and improve outcomes. | Leadership Team, All Staff | | | |
| • Expanding low-arousal classrooms and calm spaces.<br>• Increase the number of enrichment activities to support inclusion.<br>• Redevelop main corridor to display our new Willaston Way.<br>• Develop a soft room to support children in serious short-term crisis.<br>• Redecorate Greeba to better reflect our high expectations for low-arousal, high quality spaces. | Leadership Team, All Staff | | | |
| Implement a whole-school approach to assessment that uses all types of data to address learner needs and improve outcomes. | Leadership Team, All Staff | | | |

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| 1. Sustain class libraries and the whole-school library. 2. Encourage home reading with support from the home-learning policy. 3. Monitor reading progression in termly pupil-progress reviews. | Leadership Team | | | |
| Annual production of Performance Data Analysis / Evaluation Report<br><br>Consistent use of a broad range of approaches to assessment to improve learner outcomes and in turn narrow the gap in learner outcomes. | Senior leadership team. | | | |
| 1. Track progress through Pupil Progress Meetings and Arbor data reviews. 2. Implement targeted interventions for writing and science in KS1. 3. Provide additional support and training to close the gap in these subjects. | Leadership Team, Teachers | | | |
| 1. Conduct "Aspiration Fortnight" in Year 6 to explore careers and future goals. 2. Provide opportunities for career discussions throughout Year 6. 3. Engage in transition work between KS2 and secondary schools. | Year 6 Teachers, Leadership Team | | | |
| Maintain IQM Centre of Excellence Status. | Leadership Team | | | |
| 1. Continue to embed the Willaston Values (Fair, Safe, Respect) across all school practices. 2. Introduce the new Willaston Way across the school - building metacognition and L2L into children's lessons and learning. | Leadership Team, Teachers | | | |
| 1. Refresh the behaviour policy as part of the policy review, enhancing clarity on staff responsibilities and behavioural steps/stages. 2. Train staff on the updated behaviour policy, focusing on consistent management and sanctions. 3. Implement regular monitoring to ensure policy adherence and respectful behaviour aligned with protected characteristics. | Head of School, SLT, All Staff | | | |
| Implement the Willaston Kindness Curriculum. | Head of School | | | |
| Rework and embed the school vision - to include the new "Willaston Way" - alongside statutory and internal policies policies. | EHT / HoS | | | |
| 1. Select senior or middle leaders to attend Jonathan Lear's "Leading an Aspirational Writing Curriculum" training. 2. Use insights from the course to refine the writing curriculum and leadership practices in school. | Leadership Team, Senior & Middle Leaders | | | |
| Build strong partnerships with parents/carers and the broader school community to shape the 'Willaston School learning offer.' | Leadership Team | | | |
| Develop a proactive and strategic approach to monitoring and improving staff wellbeing, reducing staff absence.<br>1.  Create a staff wellbeing committee to gather feedback and monitor needs.<br><br>2.  Develop a staff wellbeing action plan.<br><br>3.  Regularly review and evaluate the wellbeing impact on staff absence rates. | Leadership Team, All Staff, Governors | | | |

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| Reinforce safeguarding awareness and ensure policy adherence across staff. | Head of School, DESC Safeguarding Officer | | | |
| Maintain and strengthen attendance and punctuality monitoring. | Head of School | | | |
| Improve data-driven decision-making. | EHT | | | |
| AI targets from EduVators section. | School Leadership Team | | | |
| Centralise communication on a TEAMs channel, pilot DESC-level templates, and store all files on Teams. | Executive Headteacher, Governors | | | |
| Facilitate Year 5 trip to Outdoor Education Centre at Ardwhallin (DESC-led initiative that we will endorse and support). | Y5 teacher | | | |
| Attend National Inclusion Conference, re-apply for IQM and IiC. | Inclusion lead | | | |

## In conclusion...

As we conclude the strategic planning for Dhoon, Laxey, and Willaston schools, we reflect on a journey deeply shaped by both self-assessment and external validation. Our 2024-25 School Improvement Plan (SIP) has been crafted to meet the specific objectives of each school, informed by the invaluable insights gained from recent external reviews at Laxey and Willaston. These validations have strengthened our vision and provided a fresh lens through which we approach school improvement.

This SIP represents our unwavering commitment to promoting academic excellence, supporting pupil well-being, and enhancing professional growth for staff. It captures our goal to create learning environments where curiosity and resilience thrive, where community bonds are reinforced, and where teaching is both rigorous and nurturing.

Looking ahead, we embrace this SIP as a living document, one that will evolve as we continue to learn from our experiences, our pupils, and the dynamic educational landscape around us. While it serves as our guide, it is the dedication, skill, and creativity of our staff and pupils that will truly bring this plan to life.

In the coming months and years, we will assess our progress, celebrate achievements, and tackle challenges with resolve. Guided by both internal goals and external benchmarks, we will remain flexible yet focused, always with the best interests of our pupils at heart.

Together, as a partnership of schools, we move forward inspired by our shared aims and strengthened by external perspectives. United in purpose, we embark on this new chapter, confident in our ability to create opportunities for every child to excel and for every teacher to inspire.

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Mr Macaulay Davis- Teacher Governor
Mrs Zoe Sowrey - Parent Governor
Mr Jamie Smith - Co-opted Governor

**Laxey School - Governing Body**
Mrs Carol Glover - Chair of Governing Body
Mrs Rebecca Walker - Teacher Governor
Mrs Libby Pinnington - Parent Governor
Mr Gareth Young - Co-opted Governor

**Willaston School - Governing Body**
Barbara Brereton - Chair of Governing Body
Lee Price - Co-opted Governor
Toby Smith - Parent Governor

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**Isle of Man Government**

**DHOON SCHOOL**

**Laxey school**

**willaston school**