School Improvement Plan 2023-24

Isle of Man
Government

DHOON SCHOOL

Laxey school

willaston school

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 2023-2024. This comprehensive document is informed by our Performance Data Analysis / Evaluation Report 2022-23 and has been meticulously shaped through rigorous self-assessment, stakeholder consultation, and collaborative planning.

The 2023-2024 academic year is especially significant as it marks the Isle of Man's Department of Education's inaugural cycle of its new Quality Assurance Framework. This includes external inspections and validations, factors which have been carefully considered in the structuring of this plan. Our SIP thus not only aligns with the department's framework but also serves as a roadmap, guiding our schools towards excellence in an accountable and transparent manner.

Each of our schools, though distinct in their challenges and opportunities, shares the common goal of fostering an inclusive, enriching, and progressive educational environment. Our SIP sets forth specific, measurable, achievable, relevant, and time-bound (SMART) targets across various Quality Assurance (QA) indicators, ranging from curriculum design and assessment protocols to community engagement and the learning environment. Notably, the SIP integrates several carry-over targets, ensuring continuity and long-term effectiveness.

I extend my heartfelt gratitude to everyone who has contributed to this dynamic plan. It is more than a checklist; it's a living, evolving document committed to continuous improvement and adaptability. As we navigate this journey, we do so with the collective aim of equipping our students not just for academic achievement but for the broader challenges and opportunities that lie ahead.

Thank you for being part of this transformative journey.

*Max Kelly, Executive HT*

Contents

North Stars: 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.
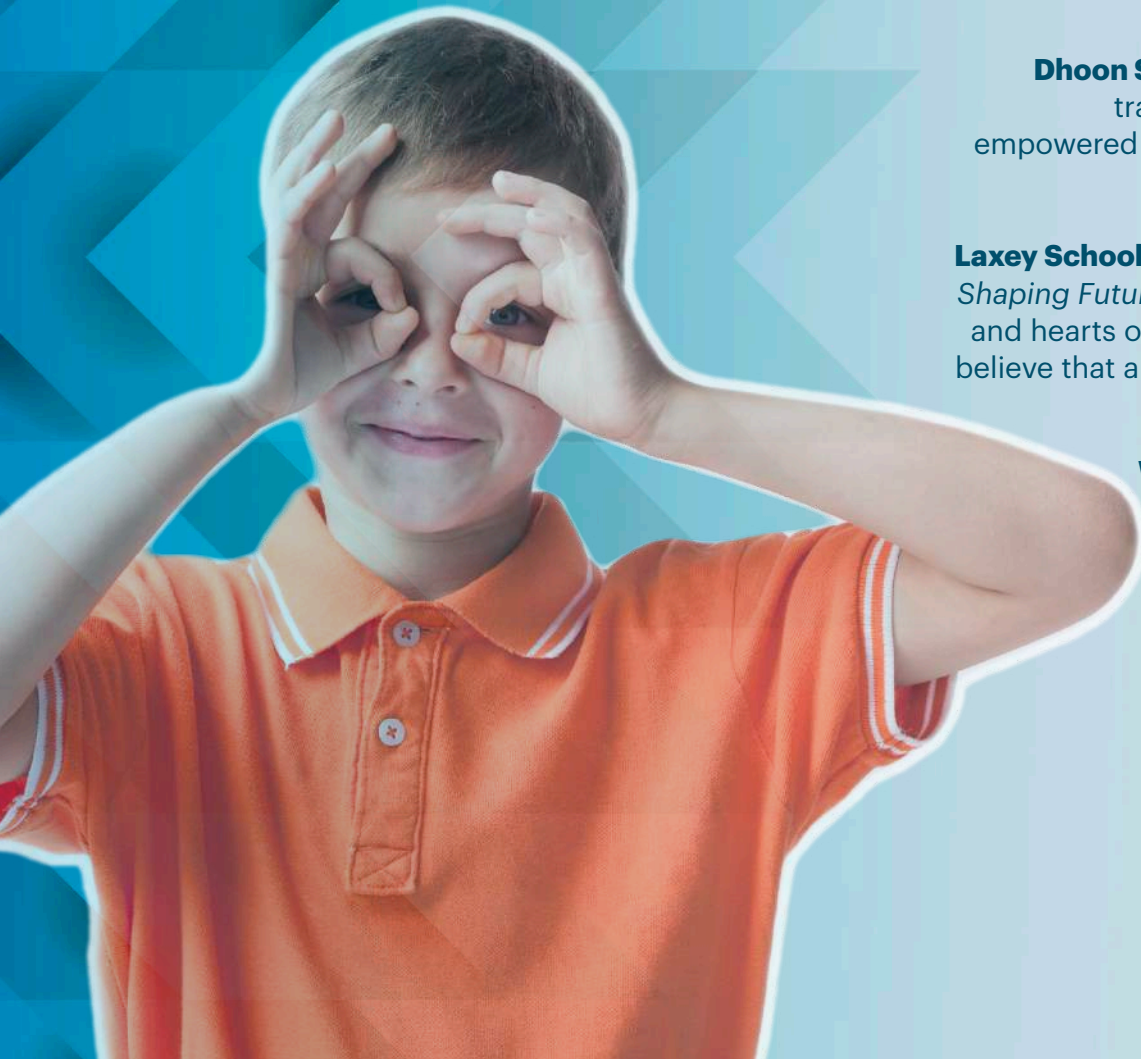
Piecing It Together

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 new Quality Assurance Framework, we continually assess our effectiveness against a set of predefined criteria. Our schools are rated as either "Highly Effective," "Effective," or "Not Yet Effective," and this self-evaluation informs the next steps in our ongoing journey toward educational excellence. 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** is an **evolving** document intricately woven to align with a myriad of data points, frameworks, and insights. The genesis of this SIP comes from an exhaustive study of our **2022-23 Performance Data Analysis / Evaluation Report**. This data-centric evaluation delineates our strengths and spotlight areas for improvement, serving as a foundation for our planning.

Our planning framework is further reinforced by the **Isle of Man Quality Assurance Framework**. We have synthesised our goals and actions under the key Quality Assurance indicators: Quality of Education - Intent, Implementation, and Impact; Behaviours, Relationships and Attitudes; Personal Development; and Leadership and Development. Each QA indicator comes with a well-defined **roadmap** for demonstrable improvements. The fluidity between our Quality Assurance self-evaluation and the SIP is intentional yet dynamic. Over time, as our evaluations evolve and improvements materialise, this alignment may shift. This is not just anticipated but is a natural part of the cycle of **continuous improvement**.

The targets we've set are born out of a combination of formal QA self-evaluations, less formal mechanisms such as leadership dialogues, stakeholder feedback, external reports, pupil voice, and our 2022-23 Performance Data Analysis / Evaluation Report. Furthermore, our SIP is not just a checklist but a **forward-thinking** document. We've included a segment on **"Innovations"**, an array of additional areas to explore and develop, driven by the broader educational landscape, Isle of Man Government initiatives, and priorities set by the Department of Education, Sport and Culture.

In recognition of the unique characteristics of Dhoon, Laxey, and Willaston Schools, the SIP lays out individual targets for each. Yet, it is important to note the inherent **synergy** in the improvement process across all three schools, made explicit in this document. For a comprehensive understanding, this SIP should be read in conjunction with the school's ongoing Quality Assurance Self-Evaluation, the 2022-23 Performance Data Analysis / Evaluation Report, and any existing action plans related to specific targets or areas of improvement.

Direction of Travel:
Core Priorities

One Direction; Distinct Journeys

In the mosaic of our educational tapestry, each school—Dhoon, Laxey, and Willaston—represents a unique thread, vibrant with its own hues and textures. While each school embarks on a tailored journey of growth and development, they are all guided by a unified vision of educational excellence. Our School Improvement Plan (SIP) is a testament to this shared ethos, crafted with the understanding that while our paths may differ, our destination remains the same: to provide an exceptional, well-rounded education for every pupil under our care.

At the heart of our collective endeavour lies a commitment to innovation, community engagement, and pedagogical advancement. Dhoon School's pursuit of excellence through innovative practices and technology integration finds its echo in Laxey School's community-centric approach to education and Willaston School's focus on elevating core academic learning. These individual goals, though distinctive in nature, align with our overarching aim to cultivate learning environments that are not only conducive to academic success but also supportive of the emotional and social well-being of our children.

The synergy between our schools' ambitions is evident in the shared principles that underpin them. Each school's aspirations are rooted in a belief in the transformative power of education and a dedication to preparing our students for the complexities of the future. Through collaboration, mutual learning, and the exchange of best practices, we ensure that while our strategies may be personalised, our collective impact is synergistic and powerful. This section of the SIP celebrates the unique qualities of each school, while also recognising the strength that comes from moving forward together, as partners in progress within our diverse educational landscape.

Dhoon School - Embracing Excellence and Innovation

At Dhoon School, the ethos of excellence is more than an aspiration; it is a daily practice. With a tradition of high achievement, in all phases and key stages, the school is a beacon of innovative educational practices. As we move forward, our strategies are designed to not only maintain but enhance this culture of excellence by integrating cutting-edge technologies and fostering a progressive learning environment.

Priority	Description
Sustain High Attainment and Progress	Continue leveraging success in the Foundation Stage, KS1 and KS2 through innovative teaching practices and approaches. *#EduVation*
Integrate AI and Technology	Use new technologies, including AI, to support teaching and enhance learning. *#EduVation*
Enhance Learning Culture	Adopt High Five Language and Dhoon Values approach to foster continuous improvement.

Laxey School - Cultivating a Community of Learners

Laxey School remains committed to its vision of a cohesive learning community that embraces its local heritage while looking outward to the global stage. The key priorities for the school reflect a holistic approach that intertwines academic excellence with social responsibility and personal development, ensuring that our learners are prepared to be active and aware citizens of the world.

Priority	Description
Sustain High Attainment and Progress	Continue leveraging success, and focussing improvements on very specific areas as suggested by the Performance Data Analysis 2022-23 document.
Integrate AI and Technology	Use new technologies, including AI, to support teaching and enhance learning. *#EduVation*
Enhance Learning Culture	Redevelop the Learning Language and the Learning Habits approach to foster continuous improvement.

Willaston School - Raising Attainment and Progress; and Strengthening Core and Curriculum

At Willaston School, the central ambition for the upcoming period is to raise overall attainment and progress by honing in on the core curriculum and its delivery. This goal forms the canopy under which a series of strategic initiatives are set to unfold.

Undoubtedly, a focus will be on core subjects; the data points to this priority as does the consensus formed out of one-to-one conversations between the Executive Headteacher and each member of staff that took place on his appointment.

The deployment of the WalkThrus program signifies a dedicated effort to advance the pedagogical skills of the teaching team, ensuring that the delivery of the curriculum is not only consistent but also cutting-edge. This effort is complemented by the introduction of the Pobble Writing Moderation tool, which promises to streamline writing assessment practices, foster cross-school moderation with Laxey and Dhoon, and sharpen focus on driving progress in writing.

Embracing the White Rose Mathematics curriculum, complete with its comprehensive assessments, Willaston School seeks to enhance the rigour of mathematics education, allowing for precision in evaluating student attainment and informing future instructional pathways. This initiative is pivotal in achieving the overarching goal of elevating core academic performance.

The Cornerstones Curriculum is poised to be fully embedded, bringing with it a renewed emphasis on the sequencing of lessons and learning, especially in maths, science, and English. This curriculum alignment will be vital in crafting a cohesive and progressive educational journey for all students.

Willaston is renowned for its caring approach to its children; there are challenges here with the life stories of our children and the way they can present in school. Through this SIP we commit again to keeping a focus on our philosophy and approach to behaviour, pastoral care, and therapeutic and interventionist work.

Priority	Description
Raise Attainment and Progress	Focus on the core curriculum and pedagogy to raise overall attainment and progress.
Introduce WalkThrus and Pobble	Use WalkThrus program and Pobble Writing Moderation tool to enhance teaching approaches and standardize writing assessments.
Adopt White Rose Mathematics	Implement the White Rose Mathematics curriculum for a structured approach to math education and assessment.
Fully Embed the Cornerstones Curriculum	Ensure a robust framework for core subjects through the Cornerstones Curriculum, with an emphasis on sequencing and progression.

Performance Data Analysis

The purpose of our separate document, the 2022-23 Performance Data Analysis and Evaluation Report, is to provide a comprehensive overview that will inform and guide the School Improvement Planning processes across the three schools—Dhoon School, Laxey School, and Willaston School. By taking a rigorous, data-driven approach, we aim to identify key areas for improvement and excellence, thereby ensuring the highest standards of educational attainment and progress for all pupils.

Implications for School Improvement Planning: Attainment
For Dhoon and Laxey Schools, the findings indicate a high level of effectiveness in both KS1 and KS2 attainment. These schools not only meet but also exceed the Island averages in almost all key performance indicators. Given this, the implication is straightforward: these schools should continue to implement and possibly even refine their current strategies to maintain this level of excellence.

Conversely, Willaston School faces substantial challenges. The school's attainment levels in both KS1 and KS2 require significant improvement. Specifically, the school falls below Island averages in a majority of key performance indicators. As such, the school should concentrate resources and efforts on raising attainment levels in both key stages.

School	Subject Area	Implications for School Improvement	Recommendations
Dhoon School	KS1 & KS2 Attainment	Maintain high levels of attainment. Consider enrichment programs.	Maintain Excellence
		Share successful strategies with other schools.	Share strategies with Willaston School
Laxey School	KS1 & KS2 Attainment	Maintain high levels of attainment. Explore advanced curricula.	Maintain Excellence Share strategies with Willaston School
		Provide professional development opportunities to staff.	Staff Training inc. off-island opportunities.
Willaston	KS1 & KS2 Attainment	Immediate intervention required in several key areas.	Review and update of core subject planning, teaching and assessment.
		Implement targeted teaching and intervention strategies.	Focused Strategies e.g. WalkThru
		Consider staff training and parental engagement.	Staff Training, Parental Engagement

The purpose of our separate document, the 2022-23 Performance Data Analysis and Evaluation Report, is to provide a comprehensive overview that will inform and guide the School Improvement Planning processes across the three schools—Dhoon School, Laxey School, and Willaston School. By taking a rigorous, data-driven approach, we aim to identify key areas for improvement and excellence, thereby ensuring the highest standards of educational attainment and progress for all pupils.

Implications for School Improvement Planning: Progress
For Dhoon School, the emphasis is on maintaining the excellent progress observed in both key stages, particularly in Reading and Mathematics. Laxey School demonstrates strong progress, especially in Reading and Mathematics, but there are specific groups, such as Free School Meals (FSM) children, that require targeted interventions for improvement. Willaston School, on the other hand, shows a need for considerable improvement in all subject areas for KS2, which is an urgent priority for the school.

School	Subject	Year Group	Performance Indicator	Findings	Implications for School Improvement
Dhoon	Mathematics	Year 1-3	Highly Effective	A very large majority of students made good or better progress.	Continue current practices, but identify and support the minority not making good progress.
Dhoon	Reading	Year 1-3	Highly Effective	Most students made good or better progress.	Consider additional literacy support for the small minority not making good progress.
Dhoon	Writing	Year 1-3	Effective	Large majority made at least expected progress, but fewer made good or better progress.	Investigate teaching methods and provide additional resources for writing.
Laxey	Mathematics	Year 1-6	Highly Effective	Most students in lower years excel, but performance drops in Year 4.	Conduct a deep dive into Year 4 math teaching methods.
Laxey	Reading	Year 1-6	Highly Effective	Strong performance in lower years but requires improvement in Year 5.	Evaluate Year 5 reading curriculum and consider targeted interventions.
Laxey	Science	Year 1-6	Requires Improvement	Performance is inconsistent across year groups.	Conduct a curriculum review for Science.
Willaston	Mathematics	KS2	Requires Improvement	Majority failed to achieve at least 6 SL of progress.	Urgent review of math teaching strategies in KS2.
Willaston	Reading	KS2	Effective	Large majority achieved expected progress but a small minority did not.	Targeted support for the small minority not meeting expectations.
Willaston	Science	KS2	Requires Improvement	Majority failed to achieve expected progress.	Immediate intervention strategies for Science in KS2.

Quality of Education - Intent

1.1 A curriculum is constructed to give all learners, at all ages and stages, the opportunity to achieve their personal goals and succeed in life.

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.	Fully embed the newly introduced Cornerstones curriculum to ensure effectiveness across all grades.	SLT visits to other schools to observe the Cornerstones curriculum in action; Ongoing meetings between SLT and Cornerstones representatives.	Teachers effectively incorporate the Cornerstones curriculum into daily instruction; Improved student performance and engagement.	SLT	End of Academic Year	Allocated within the current budget provisions	1.1	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 constructed to give all learners the opportunity to achieve their personal goals and succeed in life.	Further develop and embed the newly introduced Cornerstones curriculum to reach "Effective" category.	SLT visits to other schools to observe Cornerstones in action. SLT meetings with Cornerstones representatives.	Assess the curriculum's effectiveness through staff and student feedback, and performance metrics.	SLT	End of academic year	Allocated within the current budget provisions	1.1	New curriculum needs more development
	Target derived from QA self-reflection.							

WILLASTON

QA Indicator	Target	Actions	Evaluation	Who is Responsible	When It Is to Be Achieved By	Cost	SEF	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.	Fully implement and embed the Cornerstones Curriculum to ensure comprehensive curriculum coverage.	Schedule additional staff training sessions on Cornerstones. Conduct SLT visits to Dhoon and Laxey to observe effective implementation.	Evaluate the success of the Cornerstones Curriculum through staff feedback and student performance.	Executive Headteacher, SLT	End of Academic Year 2024	Allocated within the current budget provisions Expenditure for resources and materials anticipated	1.1	Reflects the need for further development of Cornerstones at Willaston.
	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.

DHOON

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 Next Inspection	Incorporated in the existing budgetary framework	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
A curriculum is designed so that all learners gain knowledge, skills, understanding, attitudes and values to progress.	Develop a clear curriculum statement specific to Willaston that aligns with the school's unique needs while also fitting within the Cornerstones framework.	Create a curriculum committee involving SLT and teaching staff to draft and review the curriculum statement.	Curriculum statement approved and adopted.	Executive Headteacher, Curriculum Committee	Spring Term 2024	Costs for materials and program access included	1.2	Aim for a "Effective" or "Highly Effective" category by the next inspection/ validation.
	Target derived from QA self-reflection.							

DHOON

QA Indicator	Target	Actions	Evaluation	Who is Responsible	When It Is to Be Achieved By	Cost	SEF Ref	Notes
Curriculum is coherently planned and implemented.	Augment identified gaps in Cornerstones Curriculum for science, IT, and music	(i) Implement White Rose Science Curriculum (ii) TLR2As to investigate IT curriculum options and present recommendations (iii) Employ a specialist music teacher for music education	Effectiveness to be assessed through inspections and internal reviews.	SLT, TLR2As	End of academic year	Program and material expenses to be accounted for	1.3	Tied to Cornerstones Curriculum
	Ensure coherence and effectiveness of the Cornerstones curriculum through consistent staff training and monitoring.	Ongoing staff training sessions using Cornerstones resources.	High level of curriculum understanding among staff as evidenced by lesson plans, classroom displays, and student workbooks.	SLT and Teaching Staff	Throughout Academic Year	Allocated within the current budget provisions	1.3	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 Ref	Notes
Curriculum is coherently planned and implemented.	Augment identified gaps in Cornerstones Curriculum for science, IT, and music	(i) Implement White Rose Science Curriculum (ii) TLR2As to investigate IT curriculum options and present recommendations (iii) Employ a specialist music teacher for music education	Effectiveness to be assessed through inspections and internal reviews	SLT, TLR2As	End of academic year	Program and material expenses to be accounted for	1.3	Tied to Cornerstones Curriculum
	Aim for "Highly Effective" status through ongoing staff training and resource integration.	Conduct staff training sessions with Cornerstones. Monitor teachers' planning, classroom displays, and children's books.	Assess through inspection/ validation, and gather student and staff feedback.	SLT	Spring Term	Allocated within the current budget provisions	1.3	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
A curriculum is coherently planned and implemented.	Utilise Cornerstones' progression and mapping tools for effective monitoring and evaluation of the curriculum.	Train SLT and teaching staff on how to use Cornerstones' progression and mapping tools.	Evaluation reports showing effective curriculum planning and gaps addressed.	SLT, Teaching Staff	Summer Term 2024	Costs for materials and program access included	1.3	Focus on effective use of Cornerstones' tools for curriculum monitoring.
	Target derived from QA self-reflection.							

1.4   Curriculum engages all learners through personalised, collaborative and integrated learning experiences for the digital generation.

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 the digital skill sets acquired during COVID-19 lockdowns and integrate them into a blended learning approach.	Review and revise the IT curriculum offer to augment the computing element in Cornerstones.	Successful implementation of a revised IT curriculum that complements the Cornerstones curriculum.	TLR2A Project Lead and Teaching Staff	End of Academic Year	Minimal financial outlay required	1.4	Ongoing. Link to DESC Strategic Priority to review IT curriculum.
	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. LXY	Move towards "Effective" status by building on digital skills acquired during lockdowns.	TLR2A project lead to review and revise IT curriculum to augment Cornerstones. Use e-learning platforms like TT RockStars, SpellingShed.	Assess through the success of the TLR2A project lead's action plan, and gather student and staff feedback.	TLR2A Project Lead	End of academic year	Minimal financial outlay required. Resource and program costs to be itemized separately	1.4	Focus on augmenting digital skills. Link to DESC Strategic Priority to review IT curriculum.
	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
A curriculum engages all learners through personalised, collaborative and integrated learning experiences for the digital generation. WIL	Leverage the digital resources within the Cornerstones Curriculum and additional e-learning solutions to create a blended learning environment.	Identify and train staff on the e-learning solutions that will supplement the Cornerstones Curriculum.	Usage and engagement metrics from e-learning platforms. Student and staff feedback.	Executive Headteacher, IT Coordinator	End of Academic Year 2024	Minimal financial outlay required	1.4	To move towards "Effective" through the use of e-learning solutions. Link to DESC Strategic Priority to review IT curriculum.
	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
A curriculum is inclusive, aspirational, provides enrichment and encourages the development of all learners. LXY	Maintain National Flagship status for Inclusion.	1. Complete Flagship action plan and self evaluation. 2. Link with cluster schools across UK in furtherance of best practice re inclusive education. 3. Support Laxey School in pursuit of Flagship status and especially support Willaston School in pursuit of IQM Award. 4. Undergo an external assessment process. 5. Participate in an IQM Cluster to share good practices.	Success will be evaluated based on the fulfilment of the action plan and maintaining IQM status.	TLR2A	To be completed within the 2023-2024 academic year.	£1542	1.5	Lead School in terms of IQM across the three schools.
	Target derived from IQM action plan.							

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.	Progress from Centre of Excellence to National Flagship School for Inclusion.	1. Complete CoE to Flagship action plan and self evaluation. 2. Link with cluster schools across UK in furtherance of best practice . 3. Undergo an external assessment process.	Success will be evaluated based on the fulfilment of the action plan and maintaining IQM status.	TLR2A	To be completed within the 2023-2024 academic year.	£1542	1.5	TLR2A to support Willaston School alongside Dhoon School.
	Target derived from IQM action plan.							

WILLASTON

QA Indicator	Target	Actions	Evaluation	Who is Responsible	When It Is to Be Achieved By	Cost	SEF Ref	Notes
A curriculum is inclusive, aspirational, provides enrichment and encourages the development of all learners.	Introduce a robust and consistent home learning policy across the school.	Launch new home learning policy.	Evaluate effectiveness through student performance and parent feedback.	School Leadership Team	Jan 2024	£155 (+assessment costs TBD)	1.5	Launch in Jan 2024
	Embark on the IQM accreditation process to create an inclusive school environment.	1. Conduct a self-audit based on IQM assessments. 2. Develop an action plan for inclusion. 3. External assessment process	Success will be evaluated based on the fulfilment of the action plan and maintaining IQM status.	TLR2A	To be completed within the 2023-2024 academic year.		1.5	
	Target derived from QA self-evaluation.							

Quality of Education - Implementation

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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.	Maintain high level of subject knowledge among teaching staff through regular PD sessions	Continual PD sessions on subject matter; peer observations	Lesson observations; teachers' planning; marking and feedback in books	SLT, Individual teachers	Ongoing	Staff time; possible costs for external training	2.1	Annual review to ensure maintenance of high standards
	Target derived from QA self-reflection.							

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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.	Maintain high level of subject knowledge among teaching staff through regular PD sessions	Continual PD sessions on subject matter; peer observations	Lesson observations; teachers' planning; marking and feedback in books	SLT, Individual teachers	Ongoing	Staff time; possible costs for external training	2.1	Annual review to ensure maintenance of high 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
Teachers have good knowledge of the subject(s), content and skills they teach.	Introduce handwriting scheme and policy.	Staff training by Morrells Handwriting; Launch new handwriting policy.	Evaluate effectiveness through student performance and teacher feedback.	School Leadership Team	Jan 2024	Allocated staff meeting time extended by additional release sessions	2.1	Training in Nov 23, Policy launch in Jan 24
	Target derived from QA self-reflection.							

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

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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	Ensure all teachers have undergone PDF reviews and have identified Professional Goals	Conduct PDF reviews; Maintain individual staff CPD logs	PDF documentation, staff training matrix, individual staff CPD logs	Executive Headteacher	Annual PDF reviews	Staff time	2.2	Review annually and adjust goals as needed
	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 and teachers have appropriate opportunities to undertake evidence-informed professional development and self-reflection	Ensure all teachers have undergone PDF reviews and have identified Professional Goals	Conduct PDF reviews; Maintain individual staff CPD logs	PDF documentation, staff training matrix, individual staff CPD logs	Executive Headteacher	Annual PDF reviews	Staff time	2.2	Review annually and adjust goals as needed
	Target applies to all 3 schools							

WILLASTON

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	Target applies to all 3 schools							

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.	Diversify pedagogical approaches through professional development and integration of Cornerstones curriculum	Staff training with Mark Burns; ongoing PD focused on pedagogy	Lesson observations, teachers' planning, Mark Burns visit notes, Cornerstones platform	SLT, Individual teachers	Ongoing, with specific review points	Staff time; possible costs for external training	Lesson observation, teachers' planning, Mark Burns visit and notes, Cornerstones platform	Review annually, focus on expanding range of teaching methods
	Implement and evaluate WalkThrus program to enhance pedagogy. *WalkThrus is a program of 150 evidence-based teaching strategies that aims to build knowledge, motivate staff, develop teaching techniques, and embed practice.*	1. Introduction of WalkThrus through weekly input at staff meetings. 2. Build teacher knowledge of the 150 teaching techniques. 3. Use WalkThrus to motivate staff through goal-setting. 4. Model, practice, and provide feedback on WalkThru techniques. 5. Embed practices for long-term effectiveness						

Target from QA evaluation.

LAXEY

QA Indicator	Target	Actions	Evaluation	Who is Responsible	When It Is to Be Achieved By	Cost	Notes
Teachers facilitate the learning and embedding of new concepts and content, using a variety of pedagogical approaches.	Introduce WalkThrus Program	Initial staff training, weekly input at staff meetings	Measure effectiveness through staff feedback and student outcomes	Senior Leadership Team	Throughout the School Year	£1100	Part of umbrella target
	Target applies to all 3 schools						

LAXEY

QA Indicator	Target	Actions	Evaluation	Who is Responsible	When It Is to Be Achieved By	Cost	Notes
Teachers facilitate the learning and embedding of new concepts and content, using a variety of pedagogical approaches.	Introduce WalkThrus Program	Initial staff training, weekly input at staff meetings	Measure effectiveness through staff feedback and student outcomes	Senior Leadership Team	Throughout the School Year	£1100	Part of umbrella target
	Target applies to all 3 schools						

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.	Implement pupil profiling interviews and pupil progress meetings to deepen understanding of learners' needs	Regular profiling interviews and progress meetings; analyze Arbor data.	Arbor data; Minutes of pupil progress meetings.	SLT, Individual teachers.	Start of every term	Staff time	Arbor data, meeting minutes	Review impact after each term
	Within lessons, teachers track pupil learning and build assessment / misconception data into next steps in learning.	Assessment sheets maintained by teachers. Arbor updated termly. Cornerstones planning adapted.	Pupils' learning is regularly monitored and standards improve.	SLT, Individual teachers	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
Teachers monitor learners' understanding, identify misconceptions and ensure teaching and learning is adapted as appropriate.	Implement pupil profiling interviews and pupil progress meetings to deepen understanding of learners' needs	Regular profiling interviews and progress meetings; analyze Arbor data.	Arbor data; Minutes of pupil progress meetings.	SLT, Individual teachers.	Start of every term	Staff time	Arbor data, meeting minutes	Review impact after each term.
	Within lessons, teachers track pupil learning and build assessment / misconception data into next steps in learning.	Assessment sheets maintained by teachers. Arbor updated termly. Cornerstones planning adapted.	Pupils' learning is regularly monitored and standards improve.	SLT, Individual teachers	Ongoing			TLR Team develop new Assessment Sheets for use across 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
Teachers monitor learners' understanding, identify misconceptions and ensure teaching and learning is adapted as appropriate.	Review White Rose Mathematics curriculum and introduce end-of-unit assessments	Plan and implement review; introduce assessments.	Measure effectiveness through improved student outcomes in maths.	Senior Leadership Team.	End of Academic Year	TBD	2.4	Part of umbrella target for core curriculum and pedagogy
	Continue and develop pupil profiling interviews and pupil progress meetings to deepen understanding of learners' needs	Regular profiling interviews and progress meetings; analyze Arbor data.	Pupils' learning is regularly monitored and standards improve.	SLT, Individual teachers	Start of every term	Staff time	2.4	
	Target derived from QA self-reflection and Performance Data Analysis / Evaluation Report 2022-23							

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.	Revamp and standardize learning environment expectations including classroom displays to reflect Dhoon's high expectations and values.	1. Conduct staff training in September 2023 focusing on learning environment expectations and how to incorporate Dhoon High Five language into displays. 2. Head of School to conduct regular classroom visits to monitor compliance. 3. Update Learning Environment Policy as part of the new Routines and Expectations handbook.	Measure the consistency and impact of revamped learning environments through classroom visits and staff feedback.	Executive Headteacher for training; Head of School for monitoring	By end of Academic Year 2023-2024	Expenditure for resources and materials anticipated	2.5	Training in September 2023; Policy to be published this academic year

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.	Make very specific improvements to the learning g environment based on our IQM work (Outdoor reading shed; reading areas in classrooms.)	Task caretaker with creating hard standing area, fencing and planters and construction of reading shed in lower playground. Y1 teacher to co-ordinate use of are with children.	Increase in children choosing to read at recreational times because the environment allows for it better,	School Leadership Team, Y1 teacher, Caretaker.	Spring term 2024	£2000	2.5	Inclusive focus. Use money from school fund to cover costs.
	Target derived from QA self-reflection and IQM Report 2023							

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.	Re-establish consistent therapeutic timetable in Viking Room.	Create and implement a new timetable.	Evaluate effectiveness through student well-being and participation metrics.	School Leadership Team	Ongoing	Subsidised through educational grants or initiatives	2.5	Therapeutic focus
	Target derived from ongoing SLT dialogue.							

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.	Redefine assessment and record-keeping expectations across all subjects.	1. Head of School to review current assessment and record-keeping practices. 2. Consult with teaching staff to identify areas for improvement 3. Develop and communicate new guidelines for assessment and record-keeping. 4. Head of School to monitor implementation and make adjustments as necessary.	1. Consistency in assessment and record-keeping practices across all subjects and year levels. 2. Positive impact on student outcomes. 3. Efficient use of assessment data for planning and reporting.	Head of School for overseeing and implementing; Staff for daily usage.	Initial review by November 2023; New guidelines communicated by January 2024; Review of implementation by June 2024.	Staff training costs; Potential costs for any new record-keeping systems.	Aligns with ongoing efforts to improve assessment and tracking.	General target that allows for flexibility in implementation.
	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.	Implement and embed new formative and summative assessment procedures for Maths, Writing, and Reading. Explore options for Science and Talking and Listening.	1.TLR2A to design new assessment procedures and associated resources. 2.Make these resources available on Google Drive for all staff. 3.TLR2A to consult with teaching team to agree on procedures for using these new resources. 4. TLR2A to establish a system to monitor and evaluate the effectiveness of new assessment procedures.	1. Staff confidence in using new procedures. 2. Positive impact on student outcomes. 3. Efficient storage and handover of assessment documents.	TLR2A for designing, implementing, and monitoring; Staff for daily usage.	Resources available by September 2023; Full implementation by December 2023; Reviews by January 2024 and June 2024.	Staff training costs; Potential costs for storage solutions.	Aligns with ongoing efforts to improve assessment and tracking.	Requires coordination with potential changes from Maths and Island Working Groups.
	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.	Review White Rose Mathematics curriculum and introduce their end of unit assessments	Staff training, implementation of end-of-unit assessments	Measure effectiveness through improved student outcomes in mathematics	Senior Leadership Team	First Term	TBD	2.6	Part of umbrella target: 'raise attainment / progress through an emphasis on developing the core curriculum and delivery (pedagogy)'

Target derived from QA self-reflection.

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	Achieved By	Cost	SEF Reference	Notes
Leaders and teachers ensure there is a rigorous approach to develop the learners' progression in reading, which is embedded across the school.	Develop and implement effective reading intervention strategies that maximize the use of available time. Explore the feasibility of whole-class reading.	1.Identify creative intervention time opportunities. 2.Evaluate "early-bird" and cross-class approaches. 3.Research whole-class reading methods.	Effectiveness of interventions and whole-class reading to be reviewed.	TLR2A	TBA	Release time for TLR2A	2.7	Linked to PDF Goals for TLR2A potholder

LAXEY

QA Indicator	Target	Actions	Evaluation	Responsible	Achieved By	Cost	SEF Reference	Notes
Leaders and teachers ensure there is a rigorous approach to develop the learners' progression in reading, which is embedded across the school.	Embed Monster Phonics to improve phonics and reading skills. Explore AI applications in teaching.	1. Training on Monster Phonics. 2. Implementation in class. 3. Evaluation of effectiveness.	Effectiveness will be evaluated through assessments and monitoring of student engagement and achievement.	Y1 Teacher	End of next academic cycle	Training costs for Monster Phonics	2.7	Y1 teacher has a professional interest in reading and phonics.
	Target derived from requirement for validated phonics programme							

WILLASTON

QA Indicator	Target	Actions	Evaluation	Who is Responsible	Achieved By	Cost	SEF Reference	Notes
Leaders and teachers ensure there is a rigorous approach to develop the learners' progression in reading, which is embedded across the school.	Improve children's reading ability, focusing on early reading skills through to text analysis and comprehension. Foster a love for reading. This target is carried over from the previous SIP.	1. Dissect guided reading planning and delivery. 2. Introduce stem sentences in guided reading. 3. Set specific reading goals for FS, KS1, and KS2.	Goals: FS - 5 jumps in reading and achieve ELG. KS1 - 2 sub-levels progress, 15 reach expected. KS2 - 2 sub-levels progress, 18 reach expected 4b.	To be determined	End of next academic cycle	None specified	2.7	This target is aligned with Willaston Target 1.5, which will introduce a Homework policy encouraging daily reading. It is a carryover from the previous SIP to continue efforts in improving reading.
	Target derived from requirement for validated phonics programme							

2.8 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.

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 2022-23							

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 2022-23							

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.	Standardize tracking and analysis of data.	Implement termly tracking on Arbor across all year groups; Annual production of Performance Data Analysis / Evaluation Report	Successful implementation of termly tracking; Maintenance of annual report and its effective use in SIP.	Data team led by headteacher.	Termly for tracking; Annual for the report.	Minimal (mostly time for data analysis and Arbor implementation).	2.8	Immediate focus on termly tracking to align with Dhoon and Laxey.
	Target derived from Performance Data Analysis / Evaluation Report 2022-23							

Quality of Education - Impact

3.1 **Learners' outcomes demonstrate sustained progress throughout all stages, in view of their different ages and abilities.**

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; Consider enrichment programs; Additional support for small groups in mathematics and reading.	Maintenance or improvement in KPIs; Positive feedback from staff and parents.	Whole school, led by headteacher and senior management.	Ongoing	Staff training, enrichment programs.	3.1	Focus on writing support as fewer students made good or better progress compared to reading and mathematics.
	Target derived from Performance Data Analysis / Evaluation Report 2022-23							

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 in KS1 and improve progress in KS2.	Continue and refine current strategies; Deep dive into Year 4 math teaching methods; Evaluate Year 5 reading curriculum.	Maintenance or improvement in KPIs; Positive feedback from staff and parents.	Whole school, led by headteacher and senior management.	Ongoing	Staff training, targeted interventions.	3.1	Review the Science curriculum, as performance is inconsistent across year groups.
	Target derived from Performance Data Analysis / Evaluation Report 2022-23							

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.	Improve attainment and progress levels in KS1 and KS2.	Immediate intervention in key areas; Urgent review needed for Math and Science in KS2; Implement comprehensive data collection for KS1.	Improvement in KPIs to meet or exceed Island average; Positive feedback from staff and parents.	Whole school, led by headteacher and senior management.	End of academic year 2023-2024	Staff training, resources for intervention programs.	3.1	Immediate intervention strategies for Science and Math in KS2; Data standardization across all schools.
	Target derived from Performance Data Analysis / Evaluation Report 2022-23							

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.	Review and enhance transition processes between key stages to ensure pupils are well-prepared for the next phase of education.	1.Review transition meetings between phases. 2.Develop and share a transition pack/policy for both teachers and students. 3.Include additional support for SEN and vulnerable students in transition plans.	Success will be measured by a reduction in transitional issues, positive feedback from teachers, students, and parents, and tracking of pupil readiness for next phase.	Head of School	To be completed within the 2023-2024 academic year.	Minimal	3.2	Target aligns with QA indicators for ensuring pupil readiness for next educational phase.
	Target derived from ongoing partner feedback (pupil, staff, parents, schools)							

LAXEY

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.	Review and improve transition procedures to ensure pupils are adequately prepared for their next stage of education.	1.Review cross-phase transition meetings. 2.Create and distribute a transition guide for both teachers and students. 3.Facilitate additional visits to secondary schools for SEN and vulnerable students.	Success will be gauged by reduced transitional challenges, positive feedback from teachers, students, and parents, and monitoring of pupil readiness for the next stage.	Head of School	To be completed within the 2023-2024 academic year.	Minimal	3.2	Target supports the school's ongoing efforts to streamline and improve transitional experiences for students.
	Target derived from ongoing partner feedback (pupil, staff, parents, schools)							

WILLASTON

QA Indicator	Target	Actions	Evaluation	Who is Responsible	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.	Improve transition experiences at all stages to ensure students are better prepared for the next phase of their education. **Target derived from ongoing partner feedback (pupil, staff, parents, schools)**	1.Relocate EYFS class to the main building to improve integration and ease the transition to Y1. 2.Develop and distribute New Starter packs aligned with those at Dhoon and Laxey. 3.Include Y6 students in the off-island residential week with Dhoon and Laxey for better social integration before secondary transition. 4.Continue and strengthen transition activities with SNHS and participate in the cluster group.	Success will be measured by smoother transitions between phases, reduced challenges, and positive feedback from students, parents, and staff.	Head of School	To be completed within the 2023-2024 academic year.	Allocated within the current budget provisions	3.2	Target incorporates specific actions aimed at improving transitional experiences at Willaston, and aligns with similar efforts at Dhoon and Laxey.

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.	Develop and formalize methods for incorporating learner voice and personalising learning pathways. Maintain National Flagship status for Inclusion (See also 1.5).	1. Integrate learner voice in Cornerstones Curriculum introductory knowledge strands. 2. Execute IQM Flagship action plan. 3. Participate in IQM Cluster. 4. Successful revalidation of IiC Award. 5. Review and enhance use of Dhoon High Five to ensure learner voice impacts in learning.	Successful execution of IQM action plan and evidence of learner voice in curriculum planning.

Successful IiC process.

Wide use of Dhoon High Five language across school by staff and children. | SLT and TLR2A | End of 2023-2024 academic year | IQM and IiC costs | 3.3 | Links directly with IQM Target 1.5. Lead in terms of IQM across the three schools. |
| | **Target derived from QA self-reflection.** | | | | | | | |

LAXEY

QA Indicator	Target	Actions	Evaluation	Who is Responsible	Achieved By	Cost	SEF Reference	Notes
Learner voice is encouraged, their views considered to inform decision making, where appropriate.	Enhance learner voice in curricular choices and achieve National Flagship status for Inclusion (See also 1.5).	1.Use Cornerstones Curriculum to capture learner interests and guide content. 2.Complete the transition from CoE to Flagship status as per IQM action plan.	Progression from CoE to Flagship status and increased evidence of learner voice affecting curricular choices.	TLR2A	End of 2023-2024 academic year	IQM and IiC costs	3.3	Links to IQM Target 1.5 and supports Willaston School's IQM endeavours.

Target derived from QA self-reflection.

WILLASTON

QA Indicator	Target	Actions	Evaluation	Who is Responsible	Achieved By	Cost	SEF Reference	Notes
Learner voice is encouraged, their views considered to inform decision making, where appropriate.	Strengthen learner voice and work towards Investor in Children (IiC) and IQM Award status.	1.Task Y1 ECT with the development of the School Council. 2.Pursue Investor in Children (IiC) status to align Willaston with Dhoon and Laxey. 3.TLR2A to lead the pursuit of IQM Award, including a comprehensive review and assessment of learner voice.	Success will be measured by the active engagement of students in the School Council, achievement of IiC status, and progress toward IQM Award.	Y1 ECT for School Council; TLR2A for IiC and IQM Award	To be completed within the 2023-2024 academic year.	IQM and IiC costs	3.3	Target is aligned with Dhoon and Laxey's efforts and aims to strengthen learner voice and achieve various accreditations.

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.	Immerse "Dhoon High Five" language in the school's everyday culture.	Integrate High Five language into weekly assemblies, classroom discussions, and the learning environment. Specific training to be delivered in October 2023.	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 2023-2024	Minimal	4.1	(Also - Behaviour Policy and Anti-Bullying Policy to be revised as part of the Policy Review.)
	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.	Introduce and embed "Learning Habits" language.	Develop new language around "Readiness", "Reflectiveness", "Relationships", "Remembering", "Resilience", and "Resourcefulness". Train staff and integrate into daily school life.	Survey and observe the extent to which the new language is adopted and understood.	Head of School	End of Academic Year 2023-2024	Minimal	4.1	(Also - Behaviour Policy and Anti-Bullying Policy to be revised as part of the Policy Review.)
	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.	Train more staff in Team Teach techniques.	Identify staff needing training and coordinate sessions.	Monitor the impact on behaviour management.	Assistant Head of School	End of Academic Year 2023-2024	Supply costs through IOM CPD offer	4.1	Part of a broader strategy for strengthening position as a trauma-informed school.
	Re-establish emphasis on Therapeutic interventions timetable.	Replace vacant FSW. Co-Op Fundraiser to fund timetable	Therapeutic interventions timetable running successfully.	Head of School	During 2023-24	Linked to Fundraiser Scheme at Co-Op	4.1	
	Target from staff discussions.							

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.	Review, redraft, and re-share the Behaviour and Anti-Bullying Policy.	Conduct a policy review that culminates in the publication of a new Routines and Expectations document. Develop and embed the Dhoon High Five language as part of the refreshed policy.	Effectiveness will be evaluated by staff feedback, pupil surveys, and a decrease in reported incidents.	Executive Headteacher	To be completed by the end of the Spring term 2024.	EHT time	4.2	Part of ongoing policy review.
	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 behaviour, relationship and attitudes which are positive and respectful within the school community.	Review, redraft, and re-share the Behaviour and Anti-Bullying Policy.	Conduct a policy review that culminates in the publication of a new Routines and Expectations document. Develop and embed the Learning Habits language as part of the refreshed policy.	Effectiveness will be evaluated by staff feedback, pupil surveys, and a decrease in reported incidents.	Executive Headteacher	To be completed by the end of the Spring term 2024.	EHT time	4.2	Part of ongoing policy review.
	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 behaviour, relationship and attitudes which are positive and respectful within the school community.	Enhance the school's trauma-informed approach and refine behaviour management strategies.	Continue with Team Teach training, invest in a new padded facility, and incorporate trauma-informed training coordinated by the Assistant Head of School. Refine the behaviour policy in line with Paul Dix and the Pivot Approach.	Evaluate the impact of these actions on behaviour management and student well-being through staff feedback and behaviour incident tracking.	Assistant Head of School	End of Academic Year 2023-2024	Partnership or collaborative funding opportunity with DESC/ DOI	4.2	Link to trauma-informed philosophy and Pivot Approach.
	Target from staff discussions.							

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.	Enhance learner voice through Cornerstones Curriculum.	Use the introductory knowledge strand to guide personalised learning.	Monitor student engagement and adapt lessons accordingly.	Head of School	End of Academic Year 2023-2024	Minimal	4.3	Ties into IQM status.
	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.	Enhance learner voice through Cornerstones Curriculum.	Use the introductory knowledge strand to guide personalised learning.	Monitor student engagement and adapt lessons accordingly.	Head of School	End of Academic Year 2023-2024	Minimal	4.3	Ties into IQM 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
The school encourages learners to take responsibility for their own thinking, learning and choices.	Develop School Council and strive for IiC status.	Task Y1 ECT with restructuring School Council and applying for IiC.	Measure increased student involvement and achieve IiC status.	Y1 ECT	End of Academic Year 2023-2024	IiC (cost of supply for on-island assessor)	4.3	Aligns with Dhoon and Laxey.
	Target derived from QA self-reflection.							

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.	Implement new behaviour management facilities.	Coordinate with DESC and DOI for facility installation. Keep behaviour policy under constant review and regular sharing / updating with staff team.	Assess impact on behaviour management.	Assistant Head of School	End of Academic Year 2023-2024	To be determined and covered by central DESC	4.4	Part of becoming a trauma-informed school.
	Target derives from DESC commitment to invest in school building.							

Personal Development

DHOON

QA Indicator	Target	Actions	Evaluation	Who is Responsible	Achieved By	Cost	SEF Ref	Notes
The school equips learners to be responsible, respectful, active citizens who contribute positively to local, national (Manx) and the global society.	Integrate Manx Curriculum aspects into Cornerstones Curriculum.	Review and adapt Cornerstones Curriculum to include Manx heritage topics like Vikings. Attend local Isle of Man events and facilitate visits to Tynwald and Keys.	Evaluate through curriculum audit and community engagement.	Head of School	End of the academic year 2023-2024	Expenditure for resources and materials anticipated	5.1	Emphasising Manx heritage
	Target derived from QA self-reflection.							

LAXEY

QA Indicator	Target	Actions	Evaluation	Who is Responsible	Achieved By	Cost	SEF Ref	Notes
The school equips learners to be responsible, respectful, active citizens who contribute positively to local, national (Manx) and the global society.	Integrate Manx Curriculum aspects into Cornerstones Curriculum.	Review and adapt Cornerstones Curriculum to include Manx heritage topics like Vikings. Attend local Isle of Man events and facilitate visits to Tynwald and Keys.	Evaluate through curriculum audit and community engagement.	TL2A Projects and Innovations	End of the academic year 2023-2024	Expenditure for resources and materials anticipated	5.1	Emphasising Manx heritage
	Target derived from QA self-reflection.							

WILLASTON

QA Indicator	Target	Actions	Evaluation	Who is Responsible	Achieved By	Cost	SEF Ref	Notes
The school equips learners to be responsible, respectful, active citizens who contribute positively to local, national (Manx) and the global society.	Integrate Manx Curriculum aspects into Cornerstones Curriculum.	Review and adapt Cornerstones Curriculum to include Manx heritage topics like Vikings. Attend local Isle of Man events and facilitate visits to Tynwald and Keys.	Evaluate through curriculum audit and community engagement.	TL2A Projects and Innovations	End of the academic year 2023-2024	Expenditure for resources and materials anticipated	5.1	Emphasising Manx heritage
	Target derived from QA self-reflection.							

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	Achieved By	Cost	SEF Reference	Notes
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.	Deploy targeted well-being and resilience services across classes.	Utilise Isle Listen and RAW services to bolster student well-being and resilience.	Evaluate through service reports and informal student well-being surveys.	Head of School	End of the academic year 2023-2024	RAW costs + free Isle Listen sessions	5.2	Focused on student well-being
	Target derived from QA self-reflection.							

LAXEY

QA Indicator	Target	Actions	Evaluation	Who is Responsible	Achieved By	Cost	SEF Reference	Notes
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.	Deploy targeted well-being and resilience services across classes.	Utilise Isle Listen and RAW services to bolster student well-being and resilience.	Evaluate through service reports and informal student well-being surveys.	Head of School	End of the academic year 2023-2024	RAW costs + free Isle Listen sessions	5.2	Focused on student well-being
	Target derived from QA self-reflection.							

WILLASTON

QA Indicator	Target	Actions	Evaluation	Who is Responsible	Achieved By	Cost	SEF Reference	Notes
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.	Deploy targeted well-being and resilience services across classes.	Utilise Isle Listen and RAW services to bolster student well-being and resilience.	Evaluate through service reports and informal student well-being surveys.	Head of School	End of the academic year 2023-2024	RAW costs + free Isle Listen sessions	5.2	Focused on student well-being
	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
Schools use evidence-based measures to assess wellbeing and personal development and monitor the impact of interventions applied.	(i)Implement and evaluate Kindness Matters 30-day course. (ii)Improve tracking and analysis of the impact of Isle Listen sessions.	1.Launch Kindness Matters program. 2.Use the impact tool from Kindness Matters to monitor changes in kindness, well-being, and empathy 3.Evaluate and improve the tracking of the impact of Isle Listen's Well-being and Resilience sessions.	Measure and analyze the impact using both Kindness Matters' and Isle Listen's impact tools.	Executive Headteacher	End of term	Cost of Kindness Matters program. (£200)	5.3	Aims to strengthen both pupil and staff well-being.
	Target derived from QA self-reflection.							

LAXEY

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.	(i)Implement and evaluate Kindness Matters 30-day course. (ii)Improve tracking and analysis of the impact of Isle Listen sessions.	1.Launch Kindness Matters program. 2.Use the impact tool from Kindness Matters to monitor changes in kindness, well-being, and empathy 3.Evaluate and improve the tracking of the impact of Isle Listen's Well-being and Resilience sessions.	Measure and analyze the impact using both Kindness Matters' and Isle Listen's impact tools.	Executive Headteacher	End of term	Cost of Kindness Matters program. (£200)	5.3	Aims to strengthen both pupil and staff well-being.
	Target derived from QA self-reflection.							

WILLASTON

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.	(i)Implement and evaluate Kindness Matters 30-day course. (ii)Improve tracking and analysis of the impact of Isle Listen sessions.	1.Launch Kindness Matters program. 2.Use the impact tool from Kindness Matters to monitor changes in kindness, well-being, and empathy 3.Evaluate and improve the tracking of the impact of Isle Listen's Well-being and Resilience sessions.	Measure and analyze the impact using both Kindness Matters' and Isle Listen's impact tools.	Executive Headteacher	End of term	Cost of Kindness Matters program. (£200)	5.3	Aims to strengthen both pupil and staff well-being.
	Target derived from QA self-reflection.							

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.	Executive Headteacher	Ongoing throughout the 2023-2024 academic year	N/A	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.	Executive Headteacher	Ongoing throughout the 2023-2024 academic year	N/A	6.1	Focus on unique identity and vision.
	Target derived from EHT / SLT agreement.							

WILLASTON

QA Indicator	Target	Actions	Evaluation	Who is Responsible	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.	Executive Headteacher	Ongoing throughout the 2023-2024 academic year	N/A	6.1	Focus on unique identity and vision.
	Target derived from EHT / SLT agreement.							

WILLASTON #2

QA Indicator	Target	Actions	Evaluation	Who is Responsible	Achieved By	Cost	SEF Ref	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.	Embark on the IQM accreditation process to create an inclusive school environment.	1. Conduct a self-audit based on IQM assessments. 2. Develop an action plan for inclusion. 3. Undergo an external assessment process.	Success will be evaluated based on the fulfilment of the action plan and maintaining IQM status.	School Leadership Team	To be completed within the 2023-2024 academic year.	£155 + assessment costs	6.1	This is part of a broader initiative to align Willaston School with Laxey and Dhoon in terms of inclusivity standards.
	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 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	Negligible	6.2	Aligned with DESC expectations.
	DESC requirement.							

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	Negligible	6.2	Aligned with DESC expectations.
	DESC requirement.							

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.	Introduce Professional Development Framework (PDF) for all teachers.	Create and implement PDF; Align with DESC expectations.	Evaluate effectiveness through staff performance and growth metrics.	School Leadership Team	Ongoing	Negligible	6.2	Standardize with Laxey and Dhoon
	Target applies to all 3 schools							

6.3   Leaders create effective partnerships with all stakeholders.

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.	Maintain open channels of communication with all stakeholders.	Continue to use existing platforms like newsletters, social media, and parent-teacher meetings for regular updates.	Evaluation will be based on stakeholder feedback and participation.	School Leadership Team	Ongoing throughout the 2023-2024 academic year	N/A	6.3	Minimal additional workload.
	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 create effective partnerships with all stakeholders.	Maintain open channels of communication with all stakeholders.	Continue to use existing platforms like newsletters, social media, and parent-teacher meetings for regular updates.	Evaluation will be based on stakeholder feedback and participation.	School Leadership Team	Ongoing throughout the 2023-2024 academic year	N/A	6.3	Minimal additional workload.
	Target applies to all 3 schools							

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.	Maintain open channels of communication with all stakeholders.	Continue to use existing platforms like newsletters, social media, and parent-teacher meetings for regular updates.	Evaluation will be based on stakeholder feedback and participation.	School Leadership Team	Ongoing throughout the 2023-2024 academic year	N/A	6.3	Minimal additional workload.
	Target applies to all 3 schools							

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 2023-2024 academic year	N/A	6.4	Minimal additional workload.
	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 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 2023-2024 academic year	N/A	6.4	Minimal additional workload.
	Target applies to all 3 schools							

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.	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 2023-2024 academic year	N/A	6.4	Minimal additional workload.
	Target applies to all 3 schools							

6.5   The school adheres to all statutory policies regarding child protection and safeguarding.

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.	Audit Child Protection and Safeguarding using the DESC Audit tool.	Conduct an audit in the Spring Term using the DESC Audit tool.	Effectiveness and compliance will be evaluated based on the audit results.	Designated Safeguarding Lead (DSL)	Spring Term	DSL time	6.5	Standardized across all three schools.
	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
The school adheres to all statutory policies regarding child protection and safeguarding.	Audit Child Protection and Safeguarding using the DESC Audit tool.	Conduct an audit in the Spring Term using the DESC Audit tool.	Effectiveness and compliance will be evaluated based on the audit results.	Designated Safeguarding Lead (DSL)	Spring Term	DSL time	6.5	Standardized across all three schools.
	Target applies to all 3 schools							

WILLASTON

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.	Audit Child Protection and Safeguarding using the DESC Audit tool.	Conduct an audit in the Spring Term using the DESC Audit tool.	Effectiveness and compliance will be evaluated based on the audit results.	Designated Safeguarding Lead (DSL)	Spring Term	DSL time	6.5	Standardized across all three schools.
	Target applies to all 3 schools							

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.**

DHOON

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.	Continue to monitor attendance and punctuality using current systems.	Maintain existing attendance and punctuality records, and follow existing procedures for concerns.	Evaluation based on termly attendance reports.	School Leadership Team	Ongoing throughout the 2023-2024 academic year	N/A	6.6	Minimal additional workload.
	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 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 using current systems.	Maintain existing attendance and punctuality records, and follow existing procedures for concerns.	Evaluation based on termly attendance reports.	School Leadership Team	Ongoing throughout the 2023-2024 academic year	N/A	6.6	Minimal additional workload.
	Target applies to all 3 schools							

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.	Continue to monitor attendance and punctuality using current systems.	Maintain existing attendance and punctuality records, and follow existing procedures for concerns.	Evaluation based on termly attendance reports.	School Leadership Team	Ongoing throughout the 2023-2024 academic year	N/A	6.6	Minimal additional workload.
	Target applies to all 3 schools							

6.7   Leaders analyse data and information to inform school improvement priorities, teaching and learning.

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							

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

DHOON

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.	Implement and evaluate WalkThrus program to enhance pedagogy. WalkThrus is a program of 150 evidence-based teaching strategies that aims to build knowledge, motivate staff, develop teaching techniques, and embed practice.	1.Introduction of WalkThrus through weekly input at staff meetings. 2.Build teacher knowledge of the 150 teaching techniques 3.Use WalkThrus to motivate staff through goal-setting. 4.Model, practice, and provide feedback on WalkThru techniques 5.Embed practices for long-term effectiveness.	Assess impact on teaching quality and student outcomes through evaluations and feedback.	Headteacher and pedagogical leadership team.	End of school year	Cost of WalkThrus subscription and training.	6.8	Incremental introduction of WalkThrus throughout the school year.

Target applies to all 3 schools

LAXEY

QA Indicator	Target	Actions	Evaluation	Responsible	Achieved By	Cost	SEF	Notes
Leaders provide effective support and ensure that the pedagogical approaches are appropriate for their school. WalkThrus is a program of 150 evidence-based teaching strategies that aims to build knowledge, motivate staff, develop teaching techniques, and embed practice.	Implement and evaluate WalkThrus program to enhance pedagogy.	1.Introduction of WalkThrus through weekly input at staff meetings. 2.Build teacher knowledge of the 150 teaching techniques 3.Use WalkThrus to motivate staff through goal-setting. 4.Model, practice, and provide feedback on WalkThru techniques 5.Embed practices for long-term effectiveness.	Assess impact on teaching quality and student outcomes through evaluations and feedback.	Headteacher and pedagogical leadership team.	End of school year	Cost of WalkThrus subscription and training.	6.8	Incremental introduction of WalkThrus throughout the school year.
	Target applies to all 3 schools							

WILLASTON

QA Indicator	Target	Actions	Evaluation	Responsible	Achieved By	Cost	SEF	Notes
Leaders provide effective support and ensure that the pedagogical approaches are appropriate for their school. WalkThrus is a program of 150 evidence-based teaching strategies that aims to build knowledge, motivate staff, develop teaching techniques, and embed practice.	Implement and evaluate WalkThrus program to enhance pedagogy.	1.Introduction of WalkThrus through weekly input at staff meetings. 2.Build teacher knowledge of the 150 teaching techniques 3.Use WalkThrus to motivate staff through goal-setting. 4.Model, practice, and provide feedback on WalkThru techniques 5.Embed practices for long-term effectiveness.	Assess impact on teaching quality and student outcomes through evaluations and feedback.	Headteacher and pedagogical leadership team.	End of school year	Cost of WalkThrus subscription and training.	6.8	Incremental introduction of WalkThrus throughout the school year.
	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 2023-2024 academic year	N/A	6.9	Minimal additional workload.
	Target derived from EHT / SLT agreement.							

LAXEY

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.							

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

Early Years Provision

DHOON

Aspect	Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
EYFS	Maintain v highGood Level of Development (GLD) across all key measures.	Continue to implement proven teaching strategies. Regularly assess and monitor individual learning paths. Engage parents through workshops and home learning initiatives.	EYFS profiles and termly data analysis.	EYFS Team	End of academic year 2023-2024	Minimal	Continue to set the standard for EYFS attainment on the Isle of Man.
	Target derived from QA self-reflection and Performance Data Analysis / Evaluation Report 2022-23						

LAXEY

Aspect	Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
EYFS	Increase the percentage of boys reaching GLD to at least 75%.	Targeted interventions for literacy and mathematics. Regular assessment and adaptation of teaching approaches. Parental engagement workshops focused on supporting boys.	EYFS profiles and termly data analysis.	EYFS Team	End of academic year 2023-2024	Minimal	Focus on bridging the gender gap in EYFS attainment.
	Target derived from QA self-reflection and Performance Data Analysis / Evaluation Report 2022-23						

WILLASTON

Aspect	Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
EYFS	Increase overall GLD to at least 50%.	Introduce new teaching strategies. Use targeted interventions. Daily phonics, daily number work. Involve parents through regular communication. Encourage and support home reading.	EYFS profiles and termly data analysis.	EYFS Team	End of academic year 2023-2024	Minimal	Aim to improve overall EYFS attainment and align with island averages.
	Target derived from QA self-reflection and Performance Data Analysis / Evaluation Report 2022-23						

EYFS   Provision.

DHOON

Aspect	Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
EYFS	Implement Monster Phonics Scheme and Tapestry Assessment Platform.	Introduce daily Monster Phonics sessions. Train staff on Tapestry Assessment Platform. Capture individual learning journeys.	Monitoring session delivery and effectiveness.	EYFS Team	End of academic year 2023-2024	£2546 + new books	Align with new phonics and assessment strategies.

Aspect	Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
EYFS	Full participation in EYFS practitioner courses and meetings, including confidence checks.	Schedule and attend courses and meetings.	Feedback from courses and checks.	EYFS Team	Ongoing	N/A	Ongoing professional development.
	Target derived from QA self-reflection and Performance Data Analysis / Evaluation Report 2022-23						

LAXEY

Aspect	Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
EYFS	Implement Monster Phonics Scheme and Tapestry Assessment Platform.	Introduce daily Monster Phonics sessions. Train staff on Tapestry Assessment Platform. Capture individual learning journeys.	Monitoring session delivery and effectiveness.	EYFS Team	End of academic year 2023-2024	£2546 + new books	Align with new phonics and assessment strategies.
EYFS	Full participation in EYFS practitioner courses and meetings, including confidence checks.	Schedule and attend courses and meetings.	Feedback from courses and checks.	EYFS Team	Ongoing	N/A	Ongoing professional development.
	Target derived from QA self-reflection and Performance Data Analysis / Evaluation Report 2022-23						

WILLASTON

Aspect	Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
EYFS	Relocate EYFS to main building and enhance learning environment.	Plan and execute relocation. Refurbish learning spaces.	Inspection of new environment and staff feedback.	EYFS Team	End of academic year 2023-2024	Allocated within the current budget provisions	Improve EYFS setting for better outcomes.
EYFS	Implement daily phonics sessions with RWI program and introduce Tapestry Assessment Platform.	Introduce daily RWI sessions. Train staff on Tapestry Assessment Platform. Capture individual learning journeys.	Monitoring session delivery and effectiveness.	EYFS Team	End of academic year 2023-2024	Costs for materials and program access included	Align with new phonics and assessment strategies.
EYFS	Full participation in EYFS practitioner courses and meetings, including confidence checks.	Schedule and attend courses and meetings.	Feedback from courses and checks.	EYFS Team	Ongoing	N/A	Ongoing professional development.
	Target derived from QA self-reflection and Performance Data Analysis / Evaluation Report 2022-23						

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!

Unleashing the Power of Artificial Intelligence: The Next Frontier in Educational Excellence

In a world that is rapidly evolving, we as educators have a responsibility to keep pace. Not just for ourselves, but for the future that we are building in our classrooms today. We stand at the threshold of a technological revolution, one that is poised to transform the educational landscape: Artificial Intelligence (AI).

Imagine a classroom where the mundane tasks of grading and administration are automated, freeing you to do what you do best—ignite the passion for learning in each child. Envision a setting where individualised learning isn't just an aspiration but a reality, thanks to AI algorithms that adapt to each student's unique needs. Think about the power of having predictive analytics that can identify learning gaps before they become educational chasms, allowing for timely intervention.

AI is not just a tool; it's a partner. A partner that augments your capabilities and extends your reach. A partner that transforms teaching from a one-size-fits-all model to a dynamic, adaptive, and highly personalised experience. As we step into this new era, you are no longer just teachers; you are "Eduvators," a potent blend of educators and innovators.

But to harness this transformative power, we must first equip ourselves with the knowledge and skills to integrate AI into our pedagogical practices. We have to become the pioneers, the early adopters, the visionaries who see AI not as a threat but as an unprecedented opportunity.

So, let's embark on this journey together. Let's be the change-makers who use AI to set new benchmarks in educational excellence. Let's embrace our role as Eduvators and redefine the future of education. The possibilities are limitless, and they begin here, with us, today.

Theme: Embracing AI for Workload Management.

Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
Upskill teaching staff in utilizing AI tools for report writing and classroom management.	Appoint AI Champions, conduct AI-specific training, encourage AI discussions among staff.	Staff proficiency in AI tools and impact on workload.	Executive Headteacher for training, AI Champions for ongoing support.	Ongoing over the course of the academic year.	Staff meeting time, teachers' " personal time."	Aligns with Eduvator principle of "Venturing into new territories of knowledge."

Theme: Empowering the Pupil.

Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
To empower each pupil by recognising and tailoring approaches to unlock their unique potential.	Professional development sessions on differentiated instruction. (Linked to WalkThru targets)	Measured by student engagement and personalised learning outcomes.	All teaching staff.	Ongoing over the course of the academic year.	Cost of WalkThru program + staff meeting time	Core principle of being an Eduvator.

Theme: Core Curriculum in English and ICT.

Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
Integrate the new DESC-led core curriculum for English and ICT.	Staff training, curriculum mapping, resource allocation.	Curriculum coverage, pupil engagement, attainment.	Heads of School, TLR Projects and Innovations, Executive Headteacher.	Ongoing over the course of the academic year. (Partly dependent on DESC roll-out timetable.)	Staff meeting time, teachers' " personal time."	Aligns with Eduvator principle of "Daring to challenge the status quo."

Theme: Standardized Assessment.

Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
Engage in proactive discussions and preparations for the introduction of standardized assessments.	Professional development sessions, stakeholder discussions, initial pilot tests.	Staff readiness, alignment with DESC directives.	Executive Headteacher, Assessment Coordinators.	Ongoing over the course of the academic year. (Partly dependent on DESC roll-out timetable.)	Staff meeting time, teachers' "personal time."	Aligns with Eduvator principle of "Uniting in our shared goal."

Theme: Transparency in Governance.

Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
Increase transparency by publishing HT reports and Governing Body minutes.	Establish protocol for sharing, ensure GDPR compliance.	Stakeholder engagement, compliance audits.	Executive Headteacher, Governing Bodies.	Ongoing over the course of the academic year. (Needs to align with DESC led Governing Body review and IOM-wide standardisation of some procedures and formats.)	Minimal	Aligns with Eduvator principle of "Achieving unparalleled levels of engagement."

Theme: Digital Management Systems for Visitor Sign-In.

Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
Pilot digital visitor management system at Willaston.	Market research, system selection, staff training, pilot launch.	User satisfaction, system efficiency.	Executive Headteacher, Willaston Head of School, Administrative Staff.	Ongoing over the course of the academic year.	Cost of new system and installation.	Aligns with Eduvator principle of "Orienting our methods towards the future."

Theme: Science, Technology, Engineering and Maths.

Aspect	Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
STEM Focus in classrooms	Engage all year groups in Young Engineers sessions and ensure Y6 attendance at STEMFest	Contact Adrian Walters for Young Engineers sessions; Coordinate Y6 attendance at STEMFest in October 2023	Participation rates and feedback	Adrian Walters, School Coordinators	October 2023	TBD	Linking with Eduvator principle of "Venturing into new territories of knowledge"
	Establish links with Primary Engineers and ACE for STEM opportunities across all schools	Establish contact with Sophie Chatfield-Cox at Primary Engineers; Collaborate with Mel Beattie for visits and workshops	Establishment of partnerships and program integration	Sophie Chatfield-Cox, Mel Beattie	Academic year	TBD	Emphasizes the Eduvator principle of "Transforming the educational landscape"

Theme: Speak Out, Stay Safe.

Aspect	Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
Speak Out Stay Safe Program	Roll out the program at Dhoon and Laxey Schools to align with Willaston School	Delegate to TLR Projects and Innovations holders; contact Paul Symes	Program's coverage and effectiveness	TLR Holders	End of Autumn Term	Minimal	Eduvators will do all they can to promote safety and safeguarding in our schools. Links with Educator principle of "anticipating what our pupils need."

## Theme: Quality Assurance and External Validation Preparedness.

Aspect	Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
QA Preparedness	Invite a DESC Officer to give an external perspective on QA self-evaluation, SIP, performance data analysis, etc. *(Pilot this initiative at Laxey School.)*	Schedule a visit from the DESC Officer for a pre-visit (document review, SLT conversations etc) and a then a full day of external quality assurance activities and feedback	Feedback received	School Leadership Team	Autumn Term 2023	TBD	As a team of Eduvators, embracing external challenge and scrutiny - even on an informal and invitational basis - is something we embrace rather than shy away from. We are introducing this model - piloting in one of our schools and will evaluate its success and future use going forward.

Theme: International Qualified Teacher Status (iQTS) Placement School

Aspect	Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
Act as a placement school (Dhoon, Willaston) for two iQTS trainees.	Train up to two qualified teachers within our partnership schools.	Work with trainee's Universities to roll out training and support package. Assign mentors. Seek support from M Jackson at DESC.	Assessment of the success of the pilot to be carried out once complete.	Executive Headteacher. Head of School, Dhoon. Head of School, Willaston.	July 2023	Mentor time.	Sits outside of, but dovetails with, DESC pilot scheme for iQTS in the Isle of Man.

Aspect	Target	Actions	Evaluation	Who is Responsible	When to be Achieved By	Cost	Notes
Dhoon Environment	Improve internal classroom learning environments	Delegate to new staff members the task of enhancing classroom environments for better learning experiences.	Feedback from staff and students, observation of classroom environment	New Staff Members	End of Autumn Term	Expenditure for resources and materials anticipated	Tied to Eduvator principle of "Transforming the educational landscape".
Laxey Environment	Develop outdoor quiet space/ reading area and enhance entrance	Construct a new quiet space/ reading area with paving and fencing; install new railings at Breakfast Club entrance; update signage.	Satisfaction of students and teachers, usability of the new space	Facilities Management	End of Spring Term	£2000 - School Fund resources to be utilised	Reflects Eduvator principle of "Achieving unparalleled levels of engagement".
Willaston Environment	Upgrade school infrastructure and environment	Remove outdated mobile classroom, address H&S report hazards; install new sign-in system and door swipes; extend new flooring; refurbish main corridor; repaint, fit new blinds and photo mural in hall; install new clock.	Improved safety and aesthetics, efficiency of new systems	Facilities Management	End of Academic Year	Cost-sharing with educational partners (DESC/DoI)	Aligns with Eduvator principle of "Reimagining the very essence of teaching, turning every class into a masterpiece of eduvation."

Target Tracker: The SIP Progress Snapshot
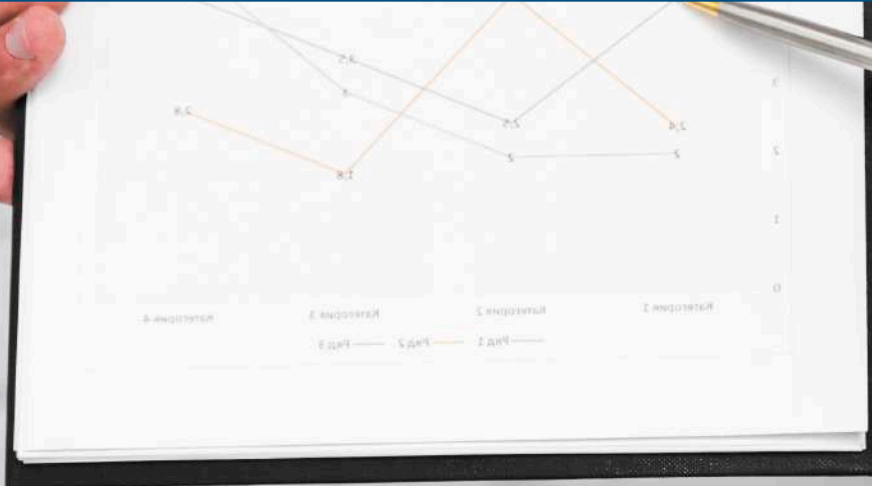
Target Tracker

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		
Fully embed the newly introduced Cornerstones curriculum to ensure effectiveness across all grades.	SLT			
Maintain and possibly elevate the "Highly Effective" rating for this element by the time of inspection/validation.	SLT and Teaching Staff			
Augment identified gaps in Cornerstones Curriculum for science, IT, and music.	SLT, TLR2A			
Ensure coherence and effectiveness of the Cornerstones curriculum through consistent staff training and monitoring.	SLT and Teaching Staff			
Review and revise the IT curriculum offer to augment the computing element in Cornerstones.	TLR2A Project Lead and Teaching Staff			
Maintain National Flagship status for Inclusion.	Executive Headteacher			
Maintain high level of subject knowledge among teaching staff through regular PD sessions	SLT, Individual teachers			
Ensure all teachers have undergone PDF reviews and have identified Professional Goals	Executive Headteacher			
Implement and evaluate WalkThrus program to enhance pedagogy.	Executive Headteacher			
Regular profiling interviews and progress meetings; analyze Arbor data.	Head of School			
Assessment sheets maintained by teachers. Arbor updated termly. Cornerstones planning adapted.	Head of School			
Revamp and standardize learning environment expectations including classroom displays to reflect Dhoon's high expectations and values.	SLT and Teaching Staff			
Redefine assessment and record-keeping expectations across all subjects.	Head of School			
Develop and implement effective reading intervention strategies that maximize the use of available time. Explore the feasibility of whole-class reading.	TLR2A (linked to PDF goal)			
Annual production of Performance Data Analysis / Evaluation Report	Executive Headteacher			
Maintain high levels of attainment and progress in KS1 and KS2.	SLT and Teaching Staff			
1.Review transition meetings between phases. 2.Develop and share a transition pack/policy for both teachers and students. 3.Include additional support for SEN and vulnerable students in transition plans.	Head of School			
Immerse "Dhoon High Five" language in the school's everyday culture.	All staff			

Conduct a policy review that culminates in the publication of a new Routines and Expectations document. Develop and embed the Dhoon High Five language as part of the refreshed policy.	Executive Headteacher			
Maintain high levels of positive behaviour.	All staff			
Review and adapt Cornerstones Curriculum to include Manx heritage topics like Vikings. Attend local Isle of Man events and facilitate visits to Tynwald and Keys.	Head of school			
Utilise Isle Listen and RAW services to bolster student well-being and resilience.	SLT			
1.Launch Kindness Matters program. 2.Use the impact tool from Kindness Matters to monitor changes in kindness, well-being, and empathy.	Executive Headteacher			
Evaluate and improve the tracking of the impact of Isle Listen's Well-being and Resilience sessions.	Head of School / TLR2A			
Executive Headteacher to actively promote the school's vision through social media, websites, newsletters, staff PDFs, assemblies, parents events, and governors meetings.	Executive Headteacher			
Maintain and continue the use of the Professional Development Framework (PDF) for all teachers.	Executive Headteacher			
Maintain open channels of communication with all stakeholders.	Executive Headteacher			
Continue current wellbeing initiatives and communicate regularly about them through existing channels.	Executive Headteacher, SLT			
Audit Child Protection and Safeguarding using the DESC Audit tool.	Head of School (DSL)			
Maintain existing attendance and punctuality records, and follow existing procedures for concerns.	School administrator			
Conduct regular budget meetings with school administrator and Heads of Schools according to existing protocols.	Executive HT, Head of School, School administrator			
Maintain v high Good Level of Development (GLD) across all key measures.	LS			
Implement Monster Phonics Scheme and Tapestry Assessment Platform.	LS			
Full participation in EYFS practitioner courses and meetings, including confidence checks.	LS			
Appoint AI Champions, conduct AI-specific training, encourage AI discussions among staff.	Executive Headteacher			
Integrate the new DESC-led core curriculum for English and ICT.	SLT			

Target	Responsible	Status
Engage in proactive discussions and preparations for the introduction of standardized assessments.	SLT	
Increase transparency by publishing HT reports and Governing Body minutes.	Executive Headteacher, Governors	
Engage all year groups in Young Engineers sessions and ensure Y6 attendance at STEMFest. Establish links with Primary Engineers and ACE for STEM opportunities across all schools.	Head of School	
Speak Out Stay Safe Program.	TLR2A	
Improve internal classroom learning environments.	All staff.	

Target Tracker: Laxey School

Target	Responsible	Status		
Further develop and embed the newly introduced Cornerstones curriculum to reach "Effective" category. SLT visits to other schools to observe Cornerstones in action. SLT meetings with Cornerstones representatives.	SLT			
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.	SLT and Teaching Staff			
Implement White Rose Science Curriculum	SLT			
TLR2As to investigate IT curriculum options and present recommendations	TLR2A			
Employ a specialist music teacher for music education	Head of School			
Conduct staff training sessions with Cornerstones. Monitor teachers' planning, classroom displays, and children's books.	SLT			
TLR2A project lead to review and revise IT curriculum to augment Cornerstones. Use e-learning platforms like TT RockStars, SpellingShed.	TLR2A			
Progress from Centre of Excellence to National Flagship School for Inclusion.	TLR2a			

Task	Responsibility			
Ensure all teachers have undergone PDF reviews and have identified Professional Goals	Executive Headteacher			
Implement and evaluate WalkThrus program to enhance pedagogy.	Executive Headteacher			
Regular profiling interviews and progress meetings; analyze Arbor data.	Head of School			
Assessment sheets maintained by teachers.	Individual Teachers			
Arbor updated termly. Cornerstones planning adapted.	SLT, Individual Teachers			
Task caretaker with creating hard standing area, fencing and planters and construction of reading shed in lower playground. Y1 teacher to co-ordinate use of are with children.	Head of School, Caretaker			
1. TLR2A to design new assessment procedures and associated resources. 2. Make these resources available on Google Drive for all staff. 3. TLR2A to consult with teaching team to agree on procedures for using these new resources. 4. TLR2A to establish a system to monitor and evaluate the effectiveness of new assessment procedures.	SLT, TLR2A			
Embed Monster Phonics to improve phonics and reading skills. Explore AI applications in teaching.	EYFS, KS1, SLT			
Annual production of Performance Data Analysis / Evaluation Report	Executive Headteacher			
Continue and refine current strategies; Deep dive into Year 4 math teaching methods; Evaluate Year 5 reading curriculum.	Head of School, TLR Team			
Continue and refine current strategies; Deep dive into Year 4 math teaching methods; Evaluate Year 5 reading curriculum.	Head of School, TLR Team			
Enhance learner voice in curricular choices and achieve National Flagship status for Inclusion (See also 1.5).	TLR2A			
Develop new language around "Readiness", "Reflectiveness", "Relationships", "Remembering", "Resilience", and "Resourcefulness". Train staff and integrate into daily school life.	All staff			
Review, redraft, and re-share the Behaviour and Anti-Bullying Policy.	Executive Headteacher			
Conduct a policy review that culminates in the publication of a new Routines and Expectations document. Develop and embed the Learning Habits language as part of the refreshed policy.	Executive Headteacher			
Maintain high levels of positive behaviour.	Head of School			
Integrate Manx Curriculum aspects into Cornerstones Curriculum.	TLR2C			

Utilise Isle Listen and RAW services to bolster student well-being and resilience.	0.4FTE staff member			
1.Launch Kindness Matters program. 2. Use the impact tool from Kindness Matters to monitor changes in kindness, well-being, and empathy.	Executive Headteacher			
Executive Headteacher to actively promote the school's vision through social media, websites, newsletters, staff PDFs, assemblies, parents events, and governors meetings.	Executive Headteacher			
Continue to use existing platforms like newsletters, social media, and parent-teacher meetings for regular updates.	Executive Headteacher			
Continue current wellbeing initiatives and communicate regularly about them through existing channels.	Executive Headteacher, Head of School			
Conduct an audit in the Spring Term using the DESC Audit tool.	DSL / TLR2C			
Maintain existing attendance and punctuality records, and follow existing procedures for concerns.	School Administrator			
Conduct regular budget meetings with school administrator and Heads of Schools according to existing protocols.	Executive Headteacher / School Administrator			
Targeted interventions for literacy and mathematics. Regular assessment and adaptation of teaching approaches. Parental engagement workshops focused on supporting boys.	EYFS Team			
Introduce daily Monster Phonics sessions. Train staff on Tapestry Assessment Platform. Capture individual learning journeys.	EYFS Team			
Full participation in EYFS practitioner courses and meetings, including confidence checks.	EYFS Team			
Appoint AI Champions, conduct AI-specific training, encourage AI discussions among staff.	Executive Headteacher			
Integrate the new DESC-led core curriculum for English and ICT.	SLT			
Engage in proactive discussions and preparations for the introduction of standardized assessments.	SLT			
Increase transparency by publishing HT reports and Governing Body minutes.	Executive Headteacher, Governors			
Engage all year groups in Young Engineers sessions and ensure Y6 attendance at STEMFest. Establish links with Primary Engineers and ACE for STEM opportunities across all schools.	Head of School			
Speak Out Stay Safe Program.	TLR2C			
Invite a DESC Officer to give an external perspective on QA self-evaluation, SIP, performance data analysis, etc.	Executive Headteacher			
Construct a new quiet space/reading area with paving and fencing; install new railings at Breakfast Club entrance; update signage.	Head of School, Caretaker			

Target Tracker: Willaston School

Target	Responsible	Status		
		🟥	🟧	🟩
Fully implement and embed the Cornerstones Curriculum to ensure comprehensive curriculum coverage. Schedule additional staff training sessions on Cornerstones. Conduct SLT visits to Dhoon and Laxey to observe effective implementation.	Executive Headteacher, Head of School, Assistant Head of School			
Create a curriculum committee involving SLT and teaching staff to draft and review the curriculum statement.	Executive Headteacher to see up Committee			
Train SLT and teaching staff on how to use Cornerstones' progression and mapping tools.	Executive Headteacher			
Launch new home learning policy.	Assistant Head of School			
Embark on the IQM accreditation process to create an inclusive school environment.	TLR2A			
Staff training by Morrells Handwriting; Launch new handwriting policy.	Executive Headteacher			
Ensure all teachers have undergone PDF reviews and have identified Professional Goals	Executive Headteacher			
Implement and evaluate WalkThrus program to enhance pedagogy.	Executive Headteacher			
Review White Rose Mathematics curriculum and introduce end-of-unit assessments	Assistant Head of School			
Regular profiling interviews and progress meetings; analyze Arbor data.	SLT			
Re-establish consistent therapeutic timetable in Viking Room.	Head of School			
Improve children's reading ability, focusing on early reading skills through to text analysis and comprehension. Foster a love for reading. *This target is carried over from the previous SIP.*	English lead			
Implement termly tracking on Arbor across all year groups; Annual production of Performance Data Analysis / Evaluation Report	Executive Headteacher, Head of School			
Improve attainment and progress levels in KS1 and KS2. Immediate intervention in key areas; Urgent review needed for Math and Science in KS2;	SLT, All Teachers			
1.Relocate EYFS class to the main building to improve integration and ease the transition to Y1. 2.Develop and distribute New Starter packs aligned with those at Dhoon and Laxey. 3.Include Y6 students in the off-island residential week with Dhoon and Laxey for better social integration before secondary transition. 4.Continue and strengthen transition activities with SNHS and participate in the cluster group.	Executive Headteacher			

Task	Responsibility			
Task Y1 ECT with the development of the School Council.	Y1 ECT			
Pursue Investor in Children (IiC) status to align Willaston with Dhoon and Laxey.	Y1 ECT			
TLR2A to lead the pursuit of IQM Award	TLR2A			
Train more staff in Team Teach techniques.	Head of School			
Enhance the school's trauma-informed approach and refine behaviour management strategies.	Assistant Head of School			
Implement new behaviour management facilities.	Executive Headteacher			
Integrate Manx Curriculum aspects into Cornerstones Curriculum.	SLT			
Utilise Isle Listen and RAW services to bolster student well-being and resilience.	Head of School			
1. Launch Kindness Matters program. 2. Use the impact tool from Kindness Matters to monitor changes in kindness, well-being, and empathy.	Executive Headteacher			
Executive Headteacher to actively promote the school's vision through social media, websites, newsletters, staff PDFs, assemblies, parents events, and governors meetings.	Executive Headteacher			
Continue to use existing platforms like newsletters, social media, and parent-teacher meetings for regular updates.	Executive Headteacher			
Continue current wellbeing initiatives and communicate regularly about them through existing channels.	Head of School			
Conduct an audit in the Spring Term using the DESC Audit tool.	DSL			
Maintain existing attendance and punctuality records, and follow existing procedures for concerns.	School Administrator			
Conduct regular budget meetings with school administrator and Heads of Schools according to existing protocols.	Executive Headteacher, School Administrator			
Increase overall GLD to at least 50%. (Introduce new teaching strategies. Use targeted interventions. Daily phonics, daily number work.Involve parents through regular communication. Encourage and support home reading.)	EYFS Team			
Relocate EYFS to main building and enhance learning environment.	SLT			
Implement daily phonics sessions with RWI program and introduce Tapestry Assessment Platform. (In Rec)	TLR2A			
Full participation in EYFS practitioner courses and meetings, including confidence checks.	TLR2A			

Appoint AI Champions, conduct AI-specific training, encourage AI discussions among staff.	Executive Headteacher			
Integrate the new DESC-led core curriculum for English and ICT.	SLT			
Engage in proactive discussions and preparations for the introduction of standardized assessments.	SLT			
Increase transparency by publishing HT reports and Governing Body minutes.	Executive Headteacher, Governors			
Engage all year groups in Young Engineers sessions and ensure Y6 attendance at STEMFest. Establish links with Primary Engineers and ACE for STEM opportunities across all schools.	Head of School			
Support Dhoon School and Laxey School with Speak Out Stay Safe Program.	TLR2C			

In conclusion...

As we conclude the strategic planning for Dhoon, Laxey, and Willaston schools, we reflect on a journey that has been both introspective and forward-looking. Our School Improvement Plan (SIP) has been meticulously crafted to address the unique needs of each school while maintaining a cohesive vision that aligns with our overarching educational goals.

This plan is a testament to our commitment to educational excellence, the welfare of our pupils, and the professional development of our staff. It encapsulates our aspirations to foster environments where innovation thrives, community bonds are strengthened, and learning is both rigorous and joyful.

As we set forth to implement this plan, we do so with the understanding that it is not set in stone. It will evolve as we gain new insights and as the needs of our pupils and the demands of the world around us change. The SIP is our guiding document, but it is the dedication, creativity, and passion of our staff and pupils that will bring it to life.

In the coming years, we will chart our progress, celebrate our successes, and learn from the challenges we encounter. We will remain flexible yet focused, innovative yet grounded in what works, and always driven by the best interests of our pupils.

We embark on this journey with optimism and determination, knowing that the work we do now lays the foundation for the bright futures of all our pupils. Let us proceed with the confidence that comes from careful planning, the unity that comes from shared goals, and the excitement that comes from embarking on a path of continuous improvement. Together, as a partnership of schools, we move forward into a future where every child has the opportunity to excel and every teacher has the tools to inspire.

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Dhoon School - Governing Body

Mrs Carol Glover - Chair of Governing Body
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 Steve Rodan - Co-opted Governor

Willaston School - Governing Body

Barbara Brereton - Chair of Governing Body
Lee Price - Co-opted Governor
Lulu Gillow - Co-opted Governor
Toby Smith - Parent Governor

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Isle of Man
Government

DHOON SCHOOL

Laxey school

willaston school