

**School Improvement Plan 2025/2026**

**Our Vision and Values**

**‘A school where every child can shine.’**

Kirk Langley is a Church of England Primary School and our family believe that ‘Every Child Can Shine.’ Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

*Daniel 12:3*

*'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'*

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

**Within a Christian ethos we aim to:**

1. Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever-changing world.
2. Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
3. Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.
4. Strongly believe in the partnership of parental involvement in the education of our pupils.
5. Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
6. Respect the belief of others and celebrate cultural diversity.
7. Encourage spiritual and moral values.
8. Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a ‘living’ curriculum.
9. Value each child as an individual within the school and respect personal beliefs.

**The context of the school :**

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| Kirk Langley CE (Voluntary Controlled) Primary School is a village church school with 90 children currently on roll.  The majority of children attend through parental preference and the desire for their children to be educated in a small village school. Staff have an increased understanding of parents as partners in that all children are given the greatest life chances.  The school has a strong Christian ethos and have positive links with our local church, St Michael’s Church and our local community. We also use Ashbourne Leisure Centre for Physical Education.  In October 2023, Cameron Homes handed the school a new playground area and significant extension to the school playing field.  The previous owner of the land gifted an area to the school.  The school offers Before and After School provision from 8. 05am to school time 8.35 and 3.15pm to 5.00pm.  Across 2022-2023, Home Learning Club was established. This was very popular with parents and the impact saw all pupils make good  Progress; especially SEND and Disadvantaged from the starting points. This provision for 1;1 and small group intervention will  continue across 2025-2026. We feel the Year 6 2025 attained 100% in all their KS2 tests because Home Learning Club had such an impact.  The current Headteacher has been in post since April 24th 2017 with a 0.4 teaching commitment. Due to the pandemic and the needs of the pupils this rose to 0.7 and in the academic year 2023 -2024 this will continue. In 2024 2025 this rose to 0.8 and this will continue across 2025 2026 due to extra office hours.  Staffing consists of: Teaching Head 0.8; 3 permanent full-time teachers; 1 temporary Teacher; 1 unqualified teacher, 1 Learning Support staff member and RS Sports Coaches make up the staffing along with a School Business Manager and a Senior mid-day Supervisor.  Across the academic year, all children will benefit from high quality National Curriculum PE coaching, afforded through Sports’ Premium Funding (coach and teacher worked alongside each other). In 2025-2026 the Teacher will lead the planning and delivery supported by the Sports’ Coach.  We are a partner school with Derby University and have worked with them to develop trainee teachers.  Our school is an affiliate member of the Ashbourne Dove Valley Teaching School’s Alliance and we moderate with Ashbourne Primary School. In 2025 2026 we have also built a close link to Queen Elizabet Grammar School and staff have offered Computing and Science support.  The school has been awarded SFVS (Schools Financial Value Standard) status.  We are also an affiliate member of the Amber Valley School’s Sport Partnership. In 2025, we were awarded the Gold Gamesmark for School sport. Across the academic year of 2025-2026 we will continue to enhance Physical Activity with Tough Rower, Tough Runner stamina and fitness days. In the Summer 2025, we were top of the AVSSP Micro-Schools League Table for attendance and participation in competitive sports with other schools.  **Contextual figures**  Number on roll 90(national 275)  **FSM** (national 25.2%) **Ever 6** – 6 ( ) **Disadvantaged**  18.8% ethnic groups % (national 31.6%) (17 PUPILS OUT OF 90)  (0/90) **EAL** (national 20.1%)  (4/90**) 4.4 %** SEN support (national 12.1%)  0% **SEN EHCP**/Statement % (national 1.3%)  % stability (national 85.7% )  Deprivation indicator % **The school location deprivation indicator was in quintile 1 (least deprived) of all schools.**  **The pupil base is in quintile 2 (less deprived) of all schools in terms of deprivation**. **Ethnicity whole school** This school has 20 pupils in ethnic groups (Asian or Asian British 7; Black or Black British – 5; Chinese 1; Mixed -6; unknown 1).   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |  | | | | |  |  |  |  | |  | | | |        |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |   **Attendance** : **Academic Year 2024-2025**  Overall Absence 2.9 National 5.2  Persistent Absence 2.5 National 13.2  **Disadvantaged:** overall absence: 5.2 National 7.9  Persistent Absence: 22.2 National 25.9   |  |  | | --- | --- | | **Date of last Ofsted Inspection** | 5th March 2024 (Good) | | **What does the school need to do to improve further?** | ◼ In some foundation subjects, what pupils need to know has not been identified precisely. When this is the case, pupils’ knowledge of these subjects is not secure and does not prepare them for subsequent learning. The school needs to ensure that there is a well-planned curriculum in place for all subjects.  ◼ The systems for identifying pupils with SEND and their individual needs are not precise enough. As a result, some pupils do not receive the required support they need to access the curriculum. Leaders should ensure that systems for identifying pupils’ needs are in place and that all staff have the expertise to recognise when a pupil may need further support due to their special educational needs. | | **Outcome** | |  |  |  |  | | --- | --- | --- | --- | | **Priorities for the school**  **improvement plan 2025/2026** | | **Priority 1**- Further embed Reasoning for Maths and Reading through the use of evidence based responses.  **Priority 2**- Further develop the genres of Writing so more pupils reach expected and Depth in line with new Writing 2025  **Priority 3-** Review foundation subjects to ensure that they are planned to support all children to know more, do more, remember more and articulate their learning. (History and Geography focus)  **Priority 4**- Further develop spirituality and Global Christianity in light of the new RE Agreed Syllabus and embed the new framework.  **Extra Monitoring via TAF for Disadvantaged due to 22**.2% absent and National 25.9% **(x2)**  **Results July 2025**  **GLD: 88.9% (National 68.3)**  **Phonics Y1 – 100% (National 79.9%)**  **Writing KS1: 80% (33%)**  **Reading KS1: 93% (Depth 40%)**  **Maths KS1: 86% (Depth 40%)**  **KS1 RWM – 80% (Depth 20%)**  **Multiplication Check-Up – 22.5 average (full marks 40%)**  **Writing KS2 2025 - 88.8% (8 out of 9) (Depth 55% ) (National 72%)**  **Reading KS 2025 100% (Depth 44% ) (National 75%)**  **GPS KS2 2025 100% (Depth 66% ) (National 72.6%)**  **Maths KS2 2023 100% (Depth 33% ) (National 74%)**  **RWM – 88.8% (8 out of 9) (Depth 33%) (National 62.1%)**  **DISADVANTAGED:**  **EYFS: % National 52.0**  **Year 1 Phonics: 100% National 68.4**  **Attendance: overall 4.8 National 8.1/ Persistent 0% National 28.1**  **KS2:**  **Disadvantaged – 100% RWM**  **Reading 100%**  **GPS 100%**  **Writing 100%**  **Maths 100%**  **KS 2 SEND:**  **Reading: 100%**  **Writing 100%**  **Maths 100%**  **GPS: 100%**  **RWM 100%** | | |  | |  | | |  | |  | | |

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| **SUMMARY OF JUDGEMENTS** | | | |
| **AREA** | **GRADE** | **AGREED BY** | **DATE** |
| Overall Effectiveness | Grade 2 | Governors | July 2025 |
| Leadership & Management | Grade 2 | Ofsted  School improvement Partner  Governors | March 2025  July 2025 |
| Quality of teaching, learning and assessment | Grade 2 | Ofsted  School improvement Partner  Governors | July 2025 |
| Personal Development, Behaviour and Welfare | Grade 1 | School improvement Partner  Governors | July 2025 |
| Outcomes for Pupils | Grade 2 | Governors | July 2025 |
| Early Years | Grade 2 | Governors | July 2025 |