



La Moye School Strategic Plan 2025-2027*

**Through discussion with SLT, summer 2025, it was agreed that the overall intent of this plan remains valid, not all aspects have been fully achieved yet, and an update rather than wholesale rewrite was needed, particularly given the forthcoming changes to the Education system. Therefore, some aspects of this plan are carried forward from the previous plan.*

John Baudains, Headteacher, Version 1, September 2025

La Moye School 2023+ Mission and Principles

Doing the best for every child so that they become successful learners, confident, resourceful individuals and responsible citizens.

Develop effective learning skills and dispositions to ensure we **aspire**

Make good progress and **achieve** across the curriculum, ready for future challenges

Working **together** in a safe environment that promotes well-being, strong values, and a sense of belonging

Children's voice and needs at the centre of decision making

Promoting thinking, creativity challenge and metacognition

Developing inquisitive reflective, self-improving learners for life

Excellent standards of teaching and learning, focusing on continued improvement

An engaging, ambitious and inclusive curriculum, reflecting our unique Island

Effective confident communicators through spoken, written and digital forms

Strong community, partnership and networking especially between home and school

Globally aware, inclusive and ecologically responsible citizens

Effective, aspirational leadership, that is abreast of current research and best practice

Important Influences on Education (updated 2025)

This strategy cannot stand alone from all of the political, economic, social, technological, environmental and educational pressures and changes that will take place during the next two years. We recognise that a variety of issues will influence our work and development. It is important that we understand these issues and that our strategic plan takes these into account, whilst ensuring they are not excuses for poor progress or achievement. It is the responsibility of the leadership in school to negotiate these influences in such a way that ensures success for the children and staff at La Moye School.

Over the coming few years it is expected that the current **period of change and restructuring**. Significant changes to the structure of the central Education team, and the work being completed to explore models of reorganisation will have a huge impact on the school in the next phase, **although at present the implication and impact is not known**. This may result in increased autonomy and cluster working and partnerships across schools. The teaching unions have a high degree of influence on the island, and this results in the need for partnership working, and issues around staff retention and teacher workload remain and may increase further. The global context feels uncertain, with unrest in various parts of the world, and some instability in the norms of politics. Potential impact socially and economically cannot be underestimated.

Financial and resourcing pressures are likely to intensify in the short to middle term, resulting in pressure on the school budget. Whilst restructuring may provide some additional resources and funding, efficiencies are going to be the order of the day. The ongoing short-term nature of the budget remains a challenge, resulting in short term rather than medium/long term planning, and the current budgeting systems are challenging to work with, creating additional workloads. **Creativity, economies of scale and partnership working will likely become the order of the day**.

Families are under increased economic pressure with very high cost of living. **This impacts the lowest earners most, widening the financial inequality between families in Jersey, and so impacting on children's success at school**.

There are considerable social pressures facing the school, which are resulting in the remit of the school to widen over time. One of the key social changes is an **increasing need and demand for support with well-being and mental health and the need to work more widely with families in a wider context than 'core' Education business**. The school will need to continue to develop proactive approaches to supporting staff, children and families in this area, through its Mental Health Strategy. **Demographic changes are now a reality, with significantly declining birth rates**. Numbers of pupils at La Moye have started to fall, with year groups of 40+ rather than 50+ being the norm, however, over the period of this plan, it is unlikely that demographic changes will impact significantly. In fact, the school's reputation and the spaces in some year groups seems to be resulting in new families arriving from a wider geographical area than the main cluster. Other schools are currently much more significantly impacted than La Moye. There is definitely evidence of more cultures and languages being spoken on-island, with more families from the African sub-continent and Asia, although this has not yet had a significant impact on the school, however, this will likely change over the next few years. **This will need to be incorporated into the curriculum and work around diversity and equality**, as Jersey has historically had a small black population, with most immigration being from Europe.

Ongoing work to support families remains a need, which is often made more challenging by the challenging economic climate. Parents are working longer hours, and this may impact on children's wellbeing through increased stress in the home and reduced family time. **Providing support with parenting and**

Families are finding it harder to make ends meet, and some families are leaving the island as a result, reducing the school population. There will also be an increased demand for wrap around care before and after school, which the school has responded to. **Our core focus has to be to continue to narrow the attainment gap for our Jersey Premium children,** and can ensure we accurately and robustly evidence the impact of this work.

Over the Covid Pandemic, there was a rapid increase in the use of technology in school. Changes to the way IT is structured and funded within the Government of Jersey may bring impacts on this, as could the development of the as-yet unpublished Digital Strategy. **However, there remains a need to continue to develop the use of technology across the school and curriculum to prepare children for an increasingly technologically advanced world, and in particular, to be safe users of the digital world.** This creates a challenge to the school as financial implications of staying 'up to date', is significant. Funding will be required to achieve this, as will ongoing teacher CPD. Effective partnerships, the development of internal expertise, and access to online materials will be needed to support teacher knowledge.

Digital Safeguarding is a key area of focus for staff training and embedding learning within the curriculum, as well as informing and supporting families. The impact of the online world on safety is significant, as often bullying and online safety issues the school deals with now happen outside of school, mainly linked to online gaming and social media. The prevalence of social media and the sometimes unhelpful and unpleasant nature of the interactions on these platforms results in school having to react to issues that are out of our control. Younger and younger children are accessing content regularly that is not really suitable for them. Further support for parents in managing these pressures at home is needed. With many people being permanently connected to the internet in some form and the 'live updates' that this results in, it is very easy for rumour to seem to be fact. **Therefore, ensuring the right messages are communicated at the right time, and in the right way is vital, so**

access to support services is essential. Traditional approaches, such as the PTA, may need refreshing or revising. Jersey continues to have issues with high levels of drug and alcohol use, and this often impacts on family life and on children's care. Rates of domestic abuse in Jersey are high, and so this is another factor we need to educate children about and safeguard them from.

As an inclusive school, our school community is becoming increasingly diverse, with more children coming into school with additional needs, especially with emotional trauma or attachment, in addition to larger numbers receiving diagnoses of ADHD and Autism. This requires staff to be highly skilled, adaptable and flexible to meet the needs of the children we work with, and **results in a need for ongoing training for staff and flexible approaches to meet these needs.** The implementation of the Jersey Inclusive Practice Guidance will be a key part of further developing adaptive teaching and the quality of provision.

The school has a moral and ethical responsibility to be environmentally aware. The need to look to more renewable sources of fuel and energy, and the need to become 'carbon neutral' are difficult to manage within this economic climate, but are important considerations. Ongoing work to look at waste, pollution, air quality, traffic and transport remain important future focuses, as we see the impact of Global Warming locally and globally, such as through extreme temperatures. Children are highly motivated to take part in this area, and developing pupil voice and action further in this area will be essential.

The need to continue to raise standards across the whole curriculum, and especially in the core subjects of reading, writing and maths, is a key driver for the school. There is a need for continuous improvement, and this is typical in world class education systems, and ensure consistency of approaches across the school, and robust assessment of progress and attainment. Scrutiny, centrally and from parents, is likely to be closer than ever, and so there is a need to evidence effective practice and be adaptable and proactive. **High**

school communication systems must adapt. Little and often seems to be the way online communication is going, so the school's systems need to reflect this.

There is a need to **ensure the school is open and transparent with its information and robust with its procedures and policies as the increasingly litigious culture continues**, for example around Health and Safety. The introduction of new laws around employee rights, and wider equality and antidiscrimination laws require ongoing reflection and awareness to ensure compliance and systems and structures that ensure these new requirements become part of the culture of the school.

standards of oracy remain high on the agenda, and the wide, rich and progressive curriculum that has been implemented needs to continue to be developed and refined.

Being evidence and research led is another key theme in education. We cannot waste time and resource investing in ineffective approaches, and so change will always be evidence and research based. However, ultimately the impact will be felt from the staff working in the classrooms in our school, and **so we will continue to sharpen and refine our Continuous Professional Development curriculum** for our staff that ensures they have access to ongoing development so that they can be the most effective practitioners possible, supported and challenged by a climate of self-improvement, for the benefit of our children.

All of this requires high quality leadership at all levels, and depends on recruiting, retaining and developing high quality teachers and support staff. There is an increasingly acute challenge with recruiting support staff, teaching staff and developing leaders, and it is unlikely this pressure will ease in the near future. **It will be vital to 'grow our own' expertise and ensure retention of staff.** As Jersey's new review framework is introduced and embedded, and the school's internal monitoring and reviewing systems are refined, there is a need for ongoing training and development of leaders within the school so they can drive improvements and develop practice, at all levels.

La Moye School Strategic Goals and Key Outcomes 2025-2027

Enabling every child to Aspire, Achieve, Together.

Enabling every staff member to Aspire, Achieve, Together.



1- Effective Curriculum results in high standards of achievement.

Improve progress and attainment in maths

Continue to improve progress and attainment in reading

Continue to improve progress and attainment in writing

Implement new assessment model and ensure tracking of progress and attainment in all subjects.

Continue to develop EYFS curriculum and provision.

2- High quality, adaptive teaching for learning ensures good progress and rich learning.

Use AFL to drive adaptations to planning and lesson design to meet the needs of all learners.

Implement the new Inclusive Practice guidance and develop targeted provision to ensure effective provision for all learners, including the deployment of support staff.

Continue to develop and embed oracy and the use of rich vocabulary within lessons.

3- Effective leadership, organisation and partnerships results in efficiency and improvement

Continue to refine the CPD offer for staff and review its impact.

Impactful actions by middle and senior leaders lead to improvement

Ensure ongoing developments in Safeguarding (especially online safety), Health and Safety and Compliance.

4- Excellent behaviour, personal development and welfare ensure a sense of togetherness.

Develop excellent behaviour for learning

Improve provision for mental health and well-being

Develop parent voice and engagement

Continue to develop pupil voice and engagement

Continue to improve understanding of equality and diversity.

La Moye School Strategic Plan 2022-2025

Strategic Area	Strategic Intent	Strategic Implementation	Strategic Impact
1- Effective Curriculum results in High Standards	a. Improve progress and attainment in maths (MS)	<ul style="list-style-type: none"> • Develop clarity on the La Moye approach to Mathematical learning and number sense. • Adaptations to both teaching and task design are planned for as well as happen dynamically in response to live assessments. Scaffolding and stretching needs to be more evident to close gaps in learners understanding. • Embed improved formative assessment that supports diagnostic assessment and informs adaptive planning. • Develop Deeper learning, asking the questions of ‘why?’ and ‘how?’ rather than the ‘what?’ to promote an emphasis on depth of understanding rather than task completion. More open tasks should be planned for. • Develop staff knowledge and understanding of the curriculum and its progression in both procedural and conceptual mathematics. • Develop a clear maths progression, including clarity on concrete/pictorial representations and resources, in order to support progress. • Implement the revised assessment framework and develop this in the year groups not formally assessed. 	<ul style="list-style-type: none"> • Maths data at least 80%. • Between Key stages the proportion of pupils achieving ARE is above those for Jersey. • Pupils make good and sustained progress considering their starting points, evidence of narrowing the gap for JP/MLL/boys • Planning is coherent and adaptive and shows progression, supporting the needs of all learners. • Pupils demonstrate improved number sense and fluency. • Monitoring shows that the vast majority of pupils leave KS1 with strong number sense. • Consistency in maths teaching is evident through monitoring. • Pupils comment on greater enjoyment in maths and are clear on what they are learning along with their next steps.
	b. Continue to improve progress and attainment in reading. (KB/LG)	<ul style="list-style-type: none"> • Evidence impact of guided reading planning post phonics, using whole school plans and new benchmarking kit. • Ensure Phonic approaches is embedded and teaching and assessment is consistently strong. 	<ul style="list-style-type: none"> • Reading data at least 85%. • 85% of children finish RWI by end of Year 2. • Between Key stages the proportion of pupils achieving ARE is above those for Jersey. • Pupils make better than expected progress considering their starting points, evidence of narrowing the gap for JP/MLL/boys
	c. Continue to improve progress and attainment in writing (SN)	<ul style="list-style-type: none"> • Improve SPAG teaching, and refocus spelling (ensuring phonics is used for spelling across the school), including picking up errors e.g reversals., clarifying the purpose. 	<ul style="list-style-type: none"> • Writing data at least 75%. • Between Key stages the proportion of pupils achieving ARE is above those for Jersey.

		<ul style="list-style-type: none"> Refresh the use of marking and feedback to improve writing across the school and refresh the policy. 	<ul style="list-style-type: none"> Pupils make better than expected progress considering their starting points, evidence of narrowing the gap for JP/MLL/boys Planning is coherent and shows progression and supports the needs of all learners. Monitoring shows that the vast majority of pupils leave KS1 with the mechanics of writing well embedded. Pupils are able to use meta language accurately when discussing and planning written work and the work of others. Teachers are consistently teaching spelling across the curriculum, and making connections to phonic knowledge.
	d. Implement new assessment model and ensure tracking of progress and attainment in all subjects (JB/SN)	<ul style="list-style-type: none"> Implement the new Jersey Assessment Framework and ensure staff are confident in its use, and ensure school systems and tracking is adapted to reflect this. Ensuring clear progression and attainment expectations across the school in all subjects, including clarity on end of year and KS expectations. Develop the role of moderation to support accuracy and consistency. Through more accurate and clearer assessment, enhance feedback to parents to ensure more clarity about their child's strengths and areas of development. 	<ul style="list-style-type: none"> Internal and external moderation shows growing confidence and consistency in the new approaches. Teachers display increasingly detailed and accurate knowledge of attainment in wider curriculum subjects Assessments show that vast majority of pupils retain and apply a high level of subject specific knowledge A robust and useful system tracks pupil progress and attainment in core subjects of Maths and English, and is developing in wider curriculum areas.
	e. Develop an EYFS strategy and consistent approach (SM/SN)	<ul style="list-style-type: none"> EYFS leadership is strong Clear policy and guidance developed on EYFS at La Moye- adult led and child led. Evidence-led approach focuses on raising attainment and progress for all EYFS learners. Curriculum frameworks and planning for learning ensures high expectations, efficient use of time, leading to strong progression through EYFS and the vast majority of pupils being KS1 ready. 	<ul style="list-style-type: none"> The EYFS strategy articulates a clear vision for the Phase that is evident in practice. 90%+ pupils leave FS with the skills and knowledge needed to access the KS1 curriculum. The vast majority of pupils have good fluency in maths as a result of being emersed in a subitising approach. Pupils will have a love of reading fostered by a text driven approach to early writing. The vast majority of pupils leave FS on green or pink level RWI.

2- High quality, inclusive Teaching for Learning ensures good progress and rich learning.	a. Use AFL to drive adaptations to planning and lesson design to meet the needs of all learners. (SN/LG)	<ul style="list-style-type: none"> • Refine and embed feedback and assessment approaches in writing, reading and maths and ensure planning is adapted to meet needs. • Accurate lesson adaptations increasingly challenge HPA children and support the progress of LPA children. • The 7-Steps approach is commonly used in lessons across the school, and provides consistency. • Continue to develop adaptive planning to ensure the curriculum is tailored around key concepts and meets the needs of the learners. • AFL lesson techniques like Whole Class Feedback, cold call, quizzes, live marking, quadrant starter, working walls are common features and support learning and progress. • Ensure the feedback policy is understood by all staff and embedded across the school. 	<ul style="list-style-type: none"> • Monitoring shows that staff are implementing the school's feedback policy ensuring the focus is on the pupil's progress. • Adapted planning shows evidence of stronger progress from initial assessment to final assessment for all groups. • Monitoring shows that feedback is integrated into all lessons and is increasingly effective at impacting on progress. • Monitoring shows that lessons are adapted based on assessment and enable progress, and use at least most elements of the 7-steps lesson design. • Teachers demonstrate the confidence to tweak and develop their practice, drawing in research.
	b. Implement the new Inclusive Practice guidance and develop targeted provision to ensure effective provision for all learners, including the deployment of support staff. (HLC/LG)	<ul style="list-style-type: none"> • Streamline the CPD and SEN curriculum in order to maximise the impact of the Inclusive Practice Guidance. • Work to use the inclusion practice guidance regularly through other policies, procedures and approaches, to make this practice realised. • Build the practice guidance into everyday SEN policy and procedures. 	<ul style="list-style-type: none"> • Effective universal provision (using the guidance) means that all children are having suitable lessons in order to make progress. • For those not making good progress, support and individual strategies are used effectively. • Interventions are timely and based on highlighted need after quality teaching and learning. • Targeted and individual needs are becoming better highlighted and identified, with planning to meet them becoming more effective.
	c. Develop oracy and vocabulary (SN/SPB)	<ul style="list-style-type: none"> • Voice 21 Project • Knowledge Organisers and deliberate planning for vocabulary. 	<ul style="list-style-type: none"> • Staff are familiar with and there is evidence of them providing children with the opportunities to develop the physical, linguistic, cognitive, and social/emotional skills that enable successful discussion, inspiring speech and effective communication using the oracy framework. • Most lessons have planned opportunities for children's oral language development. • Planned opportunities to develop oracy for different purposes and audiences including assemblies

3- Effective leadership, organisation and partnerships results in efficiency and improvement	a. Continue to refine the CPD offer for staff and review its impact. (JB)	<ul style="list-style-type: none"> • Implement adaptations to the CPD Policy, coaching approaches, AfL meetings etc to encourage professional dialogue • Make sure the CPD approach is simple and clear, yet ensure that this is tailored to need. • Continue to develop and integrate PRA into this • Build in regular reflection sessions to review the ongoing findings, which include staff. • Track the impact on staff development and pupil outcomes. 	<ul style="list-style-type: none"> • Pupil outcomes are improved through better and more consistent teaching and learning in lessons. • Bespoke coaching approaches in place for teachers and support staff focussed on developing the quality of teaching (and/or leadership). • Impact of instructional/other coaching approaches evident in monitoring, and in PRAs. • CPD provides significant opportunities for professional dialogue and sharing practice, and reflecting on current research, so enhancing the culture of self-improvement. • Staff report having the flexibility and are empowered to explore new and innovative approaches. • The new PRA approach is embedded, and PRAs lead to tangible improvements in performance. • Training and coaching for support staff results in support staff across the school having the confidence and skills to meet the needs of pupils, so impacting positively on learner outcomes, behaviour for learning etc. • Staff report that meetings are run efficiently and are purposeful. • Staff report efficient use of IT ensures good use of their time.
	b. Impactful actions by middle and senior leaders lead to improvement (JB/SN)	<ul style="list-style-type: none"> • Develop awareness of and skills in subject monitoring and evaluation for all subject leads. • Ensuring the impact of actions following monitoring, and develop the articulation and confidence of subject leaders to explain their assertions. • Ensure all leaders are knowledgeable about the EYFS • Encourage further professional training- NPQ training. 	<ul style="list-style-type: none"> • Leaders are able to summarise current position in term of the 3Is and evidence accurately areas of strength and developments. • Leaders are able to develop and action plans that improve the teaching and curriculum over time. • Leaders show increasingly strong and up to date knowledge of subject areas. • Knowledge and understanding of EYFS curriculum enhanced for phase leaders and subject leads.
	c. Ensure ongoing developments in Safeguarding (especially online safety) and Health and Safety and Compliance (JB/LB/MS/SB/SN)	<ul style="list-style-type: none"> • Continue to ensure staff and parents have current knowledge of Online Safety. • Ensure online safety strands of the PSHE and Computing curricular are embedded and children demonstrate good knowledge. • Continue to develop systems and ongoing compliance with policy, training and risk management. • COSHH compliant • Data management and retention systems are in place and compliant. 	<ul style="list-style-type: none"> • Parents and staff are aware of rapidly changing issues related to online safety. • Pupils are aware of evolving possible online risks and how to avoid them through an effective curriculum provision. • School is compliant with all aspects of safeguarding, and systems are regularly maintained. • Safeguarding systems in place which all stakeholders are aware of. • Data management and retention is compliant with expectations.

4- Excellent behaviour, personal development and welfare ensure a sense of togetherness.	a. Develop excellent behaviour for learning (LG/MS/SN)	<ul style="list-style-type: none"> Consistently implement the new relationships policy. Develop relentless routines and expectations around the school to ensure safe transitions and high expectations of order. In conjunction to the oracy developments, raise and ensure consistency in classroom learning expectations to ensure deeper engagement and longer periods of sustained focus to support progress. Embed the new PSHE/SMSC curriculum to ensure personal development. Logs are embedded and monitored, and these track patterns and trends in individual behaviour and themes across the school. These fed back into SLT and into teaching and learning focuses. 	<ul style="list-style-type: none"> The updated policy is impactful around the school. Children are supported throughout the school and by all staff with their behaviour and wellbeing Monitoring shows that lessons run with minimal interruptions and there is a noticeable improvement in behaviour for learning over time, even for pupils with additional challenges. Training on attachment and trauma ensure staff are aware and sensitive to the needs of pupils, and that these are well-supported. Pupils that are peer mediators show increasing confidence to manage playground disagreements, and the incidence of issues needing to be dealt with by class teachers reduces. Provision of SMSC through class-based and assembly is effective. Children are able to understand and show respect for different groups of people and their experiences, and how they link to wider society.
	b. Improve provision for mental health and well-being (LG/MM)	<ul style="list-style-type: none"> Mental Health Policy is in place in all areas of the school Staff wellbeing linked to CPD curriculum Training for all staff MHFA training for four staff. Develop emotional regulation for pupils. 	<ul style="list-style-type: none"> Identified MHFAs distributed evenly through school to ensure accessibility to staff Development of nurture friendly classrooms to provide first response to need Continue training and awareness of universal classroom provision Clearly tiered well-being support for all children with improved referral system Staff well-being is maintained as a priority Wellbeing and mental health strand in new PSHE LTP
	c. Develop pupil voice and engagement (SPB/SN)	<ul style="list-style-type: none"> RRSA approach School Council Peer Mediation Access to clubs and extra-curricular offer is increased 	<ul style="list-style-type: none"> Student council is increasingly impactful and influential across the school, so they are part of the decision making in school. Systems and approaches to community building beyond classrooms lead an increasing sense of community amongst children. There is more evidence of pupil voice and engagement in lessons across the curriculum.
	d. Develop Parent Voice and engagement (LG/HLC)	<ul style="list-style-type: none"> Community beyond classes Communicate with parents beyond Facebook/newsletters Establish links to parents and families and widen the offer- deepen relationships and be strategic. Focus on the hardest to reach. To establish a co-production model of planning around children at all levels (safeguarding, SEND, curriculum). 	<ul style="list-style-type: none"> Parents report improvements in communication, with new systems that are more current to parental needs Parents report clearer understanding of their child's needs in school and how we are working in partnership to develop these. Outcomes for children are evidentially improving, and continued positive relationships (indicated through case studies, and complaints) are evident.

	<p>e. Continue to improve understanding of equality and diversity. (LG/SN)</p>	<ul style="list-style-type: none"> • Linked to policies and procedures in school, such as RRSA, school values and positive relationships, PSHE, which raise the profile of diversity and equality. • Provide diverse texts and stimuli • Ensure the curriculum is diverse in its essence, which reflect modern Britain, including the recommendations from the VAWG taskforce. • Introduce an explicit focus on events such as Black History to recognise Jersey's increasingly diverse community. 	<ul style="list-style-type: none"> • Children demonstrate a good understanding of our inclusive community, and at an age-appropriate level, the protected characteristics. • There are minimal incidents of prejudicial related bullying/behaviour incidents. • The curriculum is deliberately broad and planned to be inclusive and challenge prejudice.
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