

Broadbent Fold Primary School and Nursery
School Improvement Plan 2023 – 2024 – Impact Statements



Context

The Mission Statement for Broadbent Fold Primary School and Nursery is: 'Learning Today for Tomorrow's World'. All stakeholders are fully committed to improving teaching and learning in order to improve the outcomes for our pupils. The priorities within the School Improvement Plan (SIP) are the outcome of the annual school self-review in collaboration with staff and the Governing Board (GB). The areas for action from the last Ofsted Inspection in 2023 and these are incorporated into the key priorities as well as information from staff, pupil and parent questionnaires and the most recent data analysis headlines. The SIP is set in-line with the academic year, but forward planning takes place in-line with the financial year. The SIP is reviewed regularly by staff and termly by the GB when staff present the current progress, impact and next steps. The key priorities underpin appraisal objectives, staff CPD and budget implications. All staff have their own copy of the SIP on which they highlight the areas in which they are directly involved and have responsibility for. This is used to develop subject action plans and discussed at appraisal meetings.

Specific contextual challenges this academic year

Planning and teaching during the academic year 2022 – 2023 had many challenges which included: -

- Attendance issues, especially children with social and emotional needs.
- Gaps in learning, issues with working memory.
- Writing issues linked to spellings and handwriting.

Broadbent Fold Primary School and Nursery

Priorities for 2023 – 2024



To accelerate the progress of pupils across subjects, with a specific focus on spelling, grammar and punctuation.



To ensure our curriculum supports memory and transference of skills and knowledge across subjects.



To strengthen our EYFS writing by improving fine motor skills.



To support pupil's emotional wellbeing and improve attendance.

How will Broadbent Fold Primary School and Nursery implement the plan?

Area 1 Quality of Education	Curriculum Teaching and Learning Assessment Aspirations and the Future Outcomes		
Actions / Measures	Outcomes		Impact
<p>Curriculum</p> <ol style="list-style-type: none"> 1. Work on our curriculum with a focus on memory recall. 2. Emphasis on reading, writing and mathematics throughout the curriculum and transference of skills and knowledge. 3. Staff subject knowledge and assessment to be developed across the curriculum, with a focus on art, music and D&T. 4. Polish to be developed and scheme progressive. 5. Subject leaders to track the progress and attainment of their subject through termly monitoring and moderation. Improve own subject leader CPD. 6. Pupil voice to impact on teaching and learning standards. 7. Spelling, grammar and punctuation to embedded in learning. 	<ol style="list-style-type: none"> 1. Pupils are transferring skills across the curriculum and improving their long-term memory. Teachers review last year/last week/yesterday learning. Plans show this. Key subjects have a focus throughout the year, lessons observed show good quality teaching. 2. Reading Focus – reading continues to be high profile throughout the school and in home learning. Libraries are being used effectively to developing enjoyment. KS2 library to be developed. Reading domains and weekly comprehensions in class will show pupil’s understanding of texts / stamina improve. Texts are engaging and high quality. To ensure our baseline assessments are effective and children’s reading books match ability (Ofsted). Writing Focus – spelling focus this year needed as key element missing alongside punctuation. This needs to be evident across the pupil’s writing and consistently taught. Vocabulary Ninja training has ensured that language is rich in classrooms. Write Away training to strengthened within lessons to drive standards and knowledge to address editing process. Talk for Writing -talk is rich in the planning of writing and staff can confidently plan a unit effectively to teach writing. Fine motor skills have improved, especially in boys. 		<ol style="list-style-type: none"> 1. Staff training has taken place, pupil voice and books show work is being refreshed, consolidated and recalled. CPD Adaptive teaching and Rosenshine’s Principles. Further work needed in foundation subjects next year. 2. Evident in books across the children and transference of skills. Not as consistent in all KS2 classes. 3. Assessment in foundation lessons consists of baseline assessments with whole class and review throughout the learning. This is not recorded for individuals due to workload but impacts on planning and transition. 5. Each term subject leaders review their subject and quality assure books. Leaders are becoming more confident what to look for with standards. Next steps to share practice with other leaders in cluster of schools. 6. Pupil leaders continue to impact on the curriculum teaching and policies. Clubs

	<p>Inset time has allowed staff to improve pupil outcomes in writing, especially greater depth.</p> <p>Mathematics Focus- School is using the White Rose and Maths Mastery resources have improved maths teaching and it has provided a range of materials to suit pupil's needs. Children in KS1 are subitising and are fluent in number sense. Pupils are talking and thinking mathematically. All of the core subjects are evident throughout other curriculum subjects and skills are transferred. Data across vulnerable groups has strengthened.</p> <p>3.CPD has focused on pupils' needs and has impacted on outcomes. National College and EEF to support CPD.</p> <p>4.Polish teacher on maternity leave – staff to ensure pupils listen/sing songs from learning.</p> <p>5.Termly meetings show the increased confidence and knowledge of staff across subjects and it displays this in the environment / books. Assessments are showing impact within lessons and summative. Subject Leaders are very clear of the EYFS curriculum and standards.</p> <p>6.Steering groups are having an impact on school life / pupil responsibility and future improvements.</p> <p>7. SPAG is embedded into lessons and knowledge has strengthened for staff and pupils.</p>	<p>have been led by pupils – to enhance this next year.</p> <p>7. This has greatly improved across the school, evident in observations and books. Pupil knowledge has improved – 69% Exp Ks2.</p>
<p>Teaching and Learning</p> <ol style="list-style-type: none"> 1. Ensure high quality teaching and learning standards across the school. 2. High expectations clear in monitoring and marking. 	<ol style="list-style-type: none"> 1. Teaching and learning policy / Marking and Feedback (Building Belief) is having an impact on daily lessons and pupil achievements. Lessons are progressive. Task is clear and knowledge based. 2. Monitoring shows improved outcomes and consistency for all learners. 	<ol style="list-style-type: none"> 1. Overall, this has been achieved. Staff absence in year 5 has impacted on the acceleration of the pupils in this class – although school kept it as stable as possible during this period. Two teachers to support yr. 6 and HT to ensure this is acted upon in year 6.

<ol style="list-style-type: none"> 3. Staff CPD to provide time to research, coach and share good practice. 4. Accelerate learning through interventions and additional adult support. 5. Curriculum planning is effective Long-Term Planning / Medium Term Planning impact on knowledge and skills and give pupils time to review and learn new knowledge. (Ofsted) 6. Ensure vulnerable pupils are effectively planned for and provision in place. 7. Identify ways to inspire writers – gender focus. 8. Increase parent participation in learning. 9. To explore the Implementation process and impact on learners with a focus on knowledge retention and metacognition. (Ofsted). 		<ol style="list-style-type: none"> 3. CPD has had an impact on pupil outcomes and wellbeing. It reacts to needs. National College CPD to strengthen knowledge in foundation teaching and SPAG. 4. Interventions have successfully driven learning, accelerated learning, addressed gaps quickly and targeted CCP pupil's needs. Quality First Teaching. 5. Curriculum planning is effective and new strategies are having an impact on pupil's learning and working memory. Topics books have been divided to ensure clear progression of subject. (Ofsted) 6. Planning shows key children / groups have the correct provision to meet their needs. Attendance has improved. 7. CPD time to review writing and impact on learners. LTP reviewed and non-fiction writing increased. 8. Workshops offered to support their child at home e.g. maths. 9. Implementation process has been explored and evidence is used from the classroom to make judgements to improve outcomes. 	<ol style="list-style-type: none"> 2. Marking is under constant review. We update the marking policy annually to ensure we are assessing and marking for a purpose. Outcomes across school are strengthening. 3. National college has supported staff and reduced costs for CPD. Subject leaders in particular have benefited alongside new staff to school. 4. Staff have done outstanding with this due to the lack of staff – impact on cover. Interventions have been swift. The phonics and reading interventions in particular a strength. 5. Our planning is a strength and clearly be covered in each year group effectively. Next to streamline in each year group. 6. This has been outstanding this year – CCP children / PP pupils have been targeted and supported. Classroom provision is outstanding. 7. Writing for a purpose has inspired boys in particular. They have improved their handwriting skills – they are motivated to achieve. 8. Events taken place – phonics workshops, EYFS workshops, PTFA events, book looks, parents' evenings, sponsored walk, 9. Staff training has taken place, pupil voice evidence and books show work is being refreshed, consolidated and
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			recalled. Further work needed in foundation subjects next year.
<p>Assessment</p> <ol style="list-style-type: none"> 1. Pupil Leaders to continue to work on Marking and Feedback policy. To have impact on daily learning outcomes. Building Belief. 2. Improve the assessment of reading from EYFS to Yr. 1. (Ofsted) 3. Peer and self-assessment accelerates learning process and consolidates learning from year group to year group. (Ofsted) 4. Diagnostic assessments are used effectively. 5. To show the impact of assessment during lesson time. 6. Continue to review the impact of interventions and support within the classroom. 7. Termly pupil review. Half termly writing reviews. 8. SENCo to improve assessment provision for SEND pupils. 		<ol style="list-style-type: none"> 1. It is evident in observations and books that learning is driven by teachers tackling success and next steps quickly and effectively. Accelerated learning is evident and Building Belief is evident. 2. Pupils at the end of year 1 have improved ARE. Reading books meet the needs of pupils and they are benchmarked effectively. 3. Purple pen in books show impact and developments in pupil's learning – this is to be consistent from yr. 1 to year 6. Observations show peer impact on learning. 4. Day to day planning has been altered and changed with effective use of diagnostic assessments. 5. During lessons it is clear that questioning, editing, challenges and progression in skills / knowledge is highly effective. Task should reflect this in every lesson. Reference to previous years evident. 6. Interventions have been successfully used to accelerate group learners within lessons. 1:1 only for specific needs e.g. BRP/Toe by Toe. 7. Pupil progress meetings ensure children are reviewed accurately, vulnerable pupils are pinpointed and next steps are swift. 8. Assessment process has strengthened for SEND pupils. Staff able to monitor effectively. 	<ol style="list-style-type: none"> 1. Excellent work by leaders has ensured assessment for learning is tackled immediately in lessons. Policy is a strength, especially questioning in lessons. 2. Year 1 reading data: Phonics 86% achieved year 1 phonics. 3 children SEND did not achieve, but progress evident. 3. A strength of classroom practice is peer and self-assessment, in oral form. Pupils look at a WAGOLL and give feedback. Next editing to be strengthened with use of dictionaries. 4. Clear improvements in lesson observations of this and data shows improvements. 5. This is evident through high level teacher questioning and pinpointing needs of class and direction of learning. 6. EHCP plans are effective, funding an issue for targeting a great deal of pupil needs – letter to LA regarding this. 1:1 in reading the biggest impact on reading bands, especially lower KS2. 7. Moderations in-house and cluster has improved writing outcomes. End of KS2 outcomes are higher than

			<p>expected due to cohort needs and x 9 SEND pupils / 29 children.</p> <p>8. Arbor has been used to note progress of SEND pupils. To continue to monitor and share practice with other schools.</p>
<p>Aspirations for the Future</p> <ol style="list-style-type: none"> 1. Develop a rich diverse curriculum to inspire children for the future in employment. Our curriculum and timetable show links to pupil's futures. 2. Ensure visitors and trips inspire children and provide meaning to learning. 3. Continue to strengthen our sporting achievements in and around our community. 4. Link with local artists, musicians and authors. 5. Provide a special themed week. 		<ol style="list-style-type: none"> 1. Our curriculum shows rich experiences to inspire pupils, by accessing the wider community/further education. Links are clear to our curriculum and context in the curriculum has local and wider themes. 2. Teachers have a plan of intent for the experiences and are clear of the impact of providing these. 3. Sporting achievements in school and out of school hours are strong and pupils attend a range of clubs and events. 4. Visitors to school are from a range of backgrounds and display their own talents. 5. Aspiration week inspired pupils to look at different types of future employment. 	<ol style="list-style-type: none"> 1. This is excellent across school. LTP plans show the diversity of texts and focus on significant people. School to focus on ensuring texts are relevant and up to date. New budget to ensure this is supported. 2. This is excellent in every year group. We have reduced a class trip to 1 x a year. However, whole school visitors remain in place for key weeks e.g. space / careers. Next – Careers to take a large part of planning – Small Steps project. 3. We have excelled in this achieving Gold Mark, won Pokémon Football tournament, reached the finals of Cheshire Cricket and 4th place Cheer Fest (to name but a few). 4. Musical picnics in EYFS, Penny Whistle in Yr4, KS2 choir and performances, art gallery – refugee art gallery in Stockport. Pupil enrichment very evident. 5. Black History, Diversity Week, Space week, Science Week, E-Safety Week, LGBT+ Week, Sports Week.

<p>Outcomes See EYFS section for separate outcomes.</p> <ol style="list-style-type: none"> 1. Continue to strengthen number of pupils achieving phonics at the end of year 1, with a particular focus on SEND. 2. Ensure pupils are leaving KS1 with phonics standard ready for KS2. 3. Ensure year 1 outcomes are strengthened in English. 4. Continue to strengthen KS1 outcomes at expected and greater depth level. 5. To improve the number of children achieving ARE in writing across school EYFS-Year 6. 6. Strengthen KS2 outcomes, with a particular focus on children achieving ARE in all three subjects. 7. Continue to improve children achieving greater depth throughout the school. 8. Increase the number of pupils achieving SPAG outcomes throughout KS2. 9. Improve the number of children achieving science outcomes across the school. 10. Vulnerable groups to track and improve outcomes for: SEND and PP pupils. Reduce the gender gap. 		<ol style="list-style-type: none"> 1. Continue to strengthen phonics. Improvement on 87% target 90% end of year 1. Improvements to be evident in pupil's reading. 2. At least 90% of pupils leave KS1 with phonics. 3. At least 65% of pupils are on track in reading and writing. 4. Aim at least 80% in reading and 80% in mathematics for the end of KS1. 5. Writing across school shows significant improvement across year groups, evident of accelerated progress. Interventions from the start of year in place. 6. Effective tracking in place to pinpoint children on/not on track for core subject. Aim of cohort to achieve RWM. 7. Identification made early – NTP in place to support GD pupils. 8. Aim for 65% pupils achieving SPAG outcomes in each year group. 9. To be in line with national expectations. 10. Gap Analysis: KS1: Number of girls and boys achieving GDS across subjects. Boys writing has narrowed the gap against girls in school and nationally. Strengthen year 2 phonics outcomes. SEND – plans are in place and reviewed effectively (CCPS). SEND&PP to be targeted effectively. KS2: Boys progress across subjects to be improved. Greater depth achievement girls and boys to be improved. All: SEND progress in phonics achievements. Disadvantaged Pupils – Ensure all pupils are in 	<ol style="list-style-type: none"> 1. 86% achieved year 1 phonics only 3 SEND pupils did not. 2 potential to achieve on retake. Progress evident in all pupils. Effectively tracked. 2. 100% achieved phonics end of year 2. 3. Reading has improved to 73% with 14% GLD. Writing has taken a dip to 57%, but GLD 17%. 4. 73% met in mathematics but only 57% in English. Cohort made huge leaps in learning evident in lessons and books. 5. EYFS 82%, Yr1 59%, Y2 57%, Y3 70% Exp 0% GD, Y4 65% Exp 10% GD Y5 77% Exp 0% GD, Y6 Summer 76% Exp 7% GD 6. This has not been achieved in all three subjects. Continue to look at improving outcomes in all three. 7. Evident in all results GD has improved. 8. Each class in KS2 have improved the understanding of SPAG and it's teaching. 69% Yr6. This should increase each year with this emphasis. 9. Evident in books and transition. Do we look at a whole school assessment for this? 10. Data in whole school Perspective Lite to review as it is released.
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<p>Disadvantaged pupils – Clear provision in place. See PP Plan. Service Pupils making progress in line with peers. Greater depth- ensure identified early across the curriculum.</p>		<p>line with non-disadvantaged through provision.</p>	
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<p>Area 2 Leadership and Management</p>	<p>Vision and Ethos SLT and Governance Staff Wellbeing Staff Development Safeguarding Equal Opportunities Community</p>		
	<p>Actions / Measures</p>	<p>Outcomes</p>	<p>Impact</p>
<p>Vision and Ethos</p> <ol style="list-style-type: none"> 1. Strengthen our school vision through class assemblies, experiences and our curriculum offer. 2. Continue to strengthen middle leadership skills and knowledge. Look at NPQ for staff. 3. Develop links with our Greater Manchester community. 	<ol style="list-style-type: none"> 1. Our vision is continued to be promoted. Our daily curriculum and home learning reflects this. PSHE and Wellbeing Focus each week. Experiences broaden our pupil’s experiences. 2. Subject leaders have a vision for their subject and know through moderation the quality of teaching and learning. Subject leaders have time to monitor and observe. Cluster and specialist teaching has been developed. Year on year to show this is a strength with consistency and effective CPD. 3. School website / Twitter / Seesaw / Newsletters / Book Looks / PTFA Events / Progress Evenings/ Art Galleries / Consultations / Parent Workshops all support parents and make them feel part of our school community. 	<ol style="list-style-type: none"> 1. This is excellent – our vision is clear and rich across trip, assemblies, themed weeks etc. 2. NPQ in SEND due to start for SENCo. Phase meetings have started but need developing. National College has supported staff in subjects. Next to work with cluster on subject leader focus. 3. Links with – Linking Schools Stockport school, Jason Robinson Foundation, ZArts, Careers Week, Findel Education, Friends of Gorse Hall, WI of Tameside. X is running for sport achievements. 	

<p>SLT and Governance</p> <ol style="list-style-type: none"> 1. Ensure the wellbeing of pupils, staff and the community is supported by governors. 2. The Governing Body is working to improve the financial stability of our school. 3. Governors to develop succession planning. 4. To develop subject leader and governor links with visits to school. 5. Develop governor training, with a special emphasis on induction training. 		<ol style="list-style-type: none"> 1. Wellbeing is a standing item on meetings, with a new link governor appointed. Pupil / staff / parent voice to be reviewed and governors support in next steps. 2. A 5-year premises plan is in place reviewed and checked. Meetings look at current and future picture. Further income opportunities are found to support school. School is developing ways to share success with the wider community to entice more pupils / diverse intake. Advertising of school's achievements in the media. 3. A succession plan is in place and vacancies are addressed. 4. Subject leader links to governors have been reviewed and are in place. Subject leaders attend governor meetings to share updates and next steps for the subject. New governors are strengthening their understanding of their roles. 5. Training is effective and new governors are supported in their role. 	<ol style="list-style-type: none"> 1. Governors check on wellbeing of staff and pupils during curriculum and FGM. Chair and Vice Chair have a very active role in school life. They know the staff and our school offer. 2. Finance meetings have looked closer at paperwork and how our budget is reporting. School was not in deficit this financial year – as expected. 3. The Chair and Vice Chair have worked so well together to ensure everyone is trained effectively, any new governors receive support and we have a full governing body. 4. Curriculum meetings have looked at maths, science, PSHE, RSHE. 5. Much improved across all governors. Records up to date and new course attended for all governors.
<p>Staff Wellbeing</p> <ol style="list-style-type: none"> 1. Follow DFE Staff Wellbeing Charter. 2. Review workload and impact of paperwork through continued review on planning and assessment systems. 3. Events and strategies to support staff 		<ol style="list-style-type: none"> 1. Charter is part of our commitment to wellbeing. Whole school ethos. 2. The importance of planning and assessment has been reviewed and linked to staff outcomes / wellbeing. 3. Throughout the year the staff have had the opportunity to bond and develop as a team e.g., lunches together, mugged, Inset times, PTFA. 4. Continue to review our staff room and make improvements for comfort and rest. Part of 5-year premises plan. 5. Staff feel respected to share views / vision for school and next steps in Insets / briefing. 	<ol style="list-style-type: none"> 1. This has continued to be followed. 2. Continuously reviewed, Staff receive time during Inset to do CCP and planning paperwork. 3. Staff attend meals out and drinks out. Team building to be developed next year as staff have moved around. 4. Furniture has not changed, but everyone brings treat in and are very supportive of each other. 5. Phase meetings and CPD time.

<p>wellbeing and team building.</p> <p>4. Environment for staff is improved.</p> <p>5. Staff Voice – time to reflect.</p>			
<p>Staff Development</p> <p>1. Reviews 1:1 with SENCo and staff to review practice. EEF support in this area.</p> <p>2. Time given to staff to make changes to our curriculum and their subject leader development.</p> <p>3. Focus needed on: Reading books (Ofsted) Writing – drafting, editing, spellings (data.) Subject leaders – Middle Leaders. SPAG teaching. Moderation and assessment. Foundation Subjects teacher knowledge and planning. Metacognition. Assessment.</p>		<p>1. 1:1 time termly support for staff.</p> <p>2. Monitoring system has allowed time for staff to review their subject / knowledge and have time with each other to share updates/research.</p> <p>3. Staff have received training on each area and have used this to drive standards and support each other. Ensure Nursery and Lower Key Stage 2 staff have phonics training. (Ofsted)</p> <p>4. Cluster meetings, learning walks and moderation has a positive influence on staff development, knowledge and confidence.</p>	<p>1. Inset time to review. SENCo led training this year on adaptive teaching.</p> <p>2. CPD time has allowed staff to review their subject, update their own knowledge.</p> <p>3. Reading books – a great deal of time has gone into ensuring all pupils are on the right text. Volunteers have done an outstanding job this year with reading. More editing evident and children confident with purple pen. SPAG is rich in classroom teaching and teacher knowledge is high standard. Moderation in-house and external confirms our judgements. Metacognition continues to be developed but teacher survey shows the progress that has been made.</p> <p>4. Writing moderations. HT meetings. Next Subject Leader meetings.</p>

<p>4. Strengthen our Dukinfield Cluster Work.</p>			
<p>Safeguarding</p> <ol style="list-style-type: none"> 1. Ensure policies and practices are reviewed. 2. Ensure staff training is updated using 7-minute briefings. 3. Strengthen our offers to families e.g., Team Around Approach and Early Help. 4. Ensure new governor in safeguarding is trained. 5. Ensure DSL updates and Safer Recruitment accessed. 		<ol style="list-style-type: none"> 1. Policies have kept up to date with any changes from LA or government. Audit has been updated. 2. Training for whole staff; weekly for updates, termly for anything new and DSLs to attend LA updates. 3. Family support has strengthened and links with professional services in the community has supported families. have developed workshop times for parents over the year. 4. Governors have attended the relevant training. 5. DSLs have updated their training. 	<ol style="list-style-type: none"> 1. All reviewed, any incidents we review practices. 2. Updates on briefings e-mail and in person. If an incident we focus on reviewing this area e.g. fostering. 3. Continue to support families at an Early Help and Child Protection level. 4. All governors given opportunities to attend training linked to there area of expertise. 5. Local offer is poor, we access National College.
<p>Equal Opportunities</p> <ol style="list-style-type: none"> 1. Review objectives and set new ones. 2. Learning walks completed on provision to ensure all learners are provided for. 3. Curriculum reflects diversity. 		<ol style="list-style-type: none"> 1. Update our equal opportunities objectives – new targets have been set for next three years. 2. Learning walks, observations and pupil progress meetings to show all learners needs are being met. 3. Curriculum, visitors, environment, texts and planning shows diversity linked to local community and beyond. 	<ol style="list-style-type: none"> 1. All set and in place. Staff talk through on Inset days – especially start of year. 2. All in place and observation show provision is excellent for pupils and inclusive. 3. Clear in planning and around school. Diversity Week was also celebrated.
<p>Community</p>		<ol style="list-style-type: none"> 1. Families are involved with meetings, consultations of policies, reviewing CCP needs, supporting school in 	<ol style="list-style-type: none"> 1. Previously listed all the events open to families. Parent voice captured

<ol style="list-style-type: none"> 1. Strengthen partnership with home and school. 2. Strengthen community developments. 3. Strengthen PTFA. 4. Improve links with high schools. 		<p>next steps and developments. Home learning is a family activity and ensures time together. Planned events to join teachers and parents – Book Looks/Partnerships. Complete regular surveys.</p> <ol style="list-style-type: none"> 2. To develop our plant/grow/cook of our grounds with support of our community. Vulnerable families / elderly people targeted. 3. PTFA continues to strengthen and generating income into school to support provisions in reading, sport and wellbeing. 4. Links with high schools has strengthened and subject leaders seek support to strengthen knowledge of staff and pupils. 	<p>and clear. New parent voice for Nov 24. Governors (parents) had impact on home learning policies and consistencies.</p> <ol style="list-style-type: none"> 2. Achieved. WI have also supported school and Rotary Club. 3. This has not been as strong this year, staff have been more involved with raising funds for school. 4. Exceeded expectations with Rayner Stephens and the support we receive. Next MAT focus.
Area 3 Behaviour and Attitudes	Behaviour and Welfare Attendance Relationships Anti-bullying		
Actions / Measures		Outcomes	Impact
Behaviour and Welfare <ol style="list-style-type: none"> 1. Update Behaviour Policy with Pupil Leaders. Improve sanctions in KS1 to reduce disruptions. 2. Support pupils with specific behavioural needs through plans and reviews. Behaviour plans need to be reviewed on a consistent basis and show impact of 		<ol style="list-style-type: none"> 1. Behaviour Policy in place and being effectively followed. 2. Behaviour plans are effectively in place for pupils with specific needs and LA support for further assessment. Part of teacher’s performance Management to strengthen in key year groups. Parents directly involved in pupil’s development. 3. Our school values to support identified pupils, alongside PSHE curriculum, Forest Schools, Wellbeing Walks to Gorse Hall, Worry Champions work, Educational Psychologist involvement, NHS Worker and pupil steering groups. 4. SEND Team in LA have supported / assessed and given classroom guidance on key pupils and their needs. 	<ol style="list-style-type: none"> 1. Updated and improvements very clear. Children targeted and letters home all in place. 2. No behaviour plans required this year. SEND support in place for any needs. 3. Referrals in place swiftly and noted on CPOMS to help us track. 4. EMHP in place, Learning Mentor time, Healthy Hyde, Social Groups and PSHE curriculum. 5. 1:1, whole class projects taking place.

<p>behaviour for learning. Parents to have a clear input into this.</p> <ol style="list-style-type: none"> 3. Develop systems and strategies to support identified pupils with social, emotional and mental health needs. 4. Pupil support services in place for key pupils. 5. Improve EMHP links. <p>Attendance</p> <ol style="list-style-type: none"> 6. To improve overall attendance and reduce PAs. 7. Tighten policy and approaches when pupil's attendance is lowering or they are at risk of PA. 8. Identify and support vulnerable families. 9. Reward attendance and follow policies for absences to reduce persistent absence. 		<p>Teachers worked closely to make curriculum accessible. EMHP and Healthy Hyde support in various areas – Friendship / Anxiety / 1:1 support.</p> <ol style="list-style-type: none"> 5. 1:1 Or group support facilitated to support vulnerable pupils on site with emotional wellbeing. 6. Attendance Officer is clear about daily, weekly and half termly checks. Works with HT and parents to improve outcomes. 7. Review meeting, intervention meetings, letters are followed through and have an impact on pupil's attendance. All staff tackling this. 93% trigger / 90% meeting / Severe PA. 8. Attendance policy and processes being followed and letters / meetings or EHA in place to support anyone vulnerable. 9. Children receive attendance certificates and rewards 98%+. 	<ol style="list-style-type: none"> 6. 96% improved. More penalty warnings issued due to term time holidays. 5.2% PA. 7. Attendance letters, reminders, meetings, plans all in place. Next raise from 92 to 93% to action. 8. All in place attendance leader acts on daily with HT. 9. Children are rewarded for good attendance, improved attendance and 100%.
<p>Relationships</p> <ol style="list-style-type: none"> 1. Strengthen relationships beyond our community to enable pupils to understand diversity. 		<ol style="list-style-type: none"> 1. Curriculum planning, experiences and community links show the importance of our diverse Greater Manchester Community. Our Polish Teaching links with school in Poland are effectively in place. RE visits and visitors in place, so pupils receive a wealth of experiences and culture. 	<ol style="list-style-type: none"> 1. Schools Linking Project targeted this, with our link to Lum Head school in Stockport. Year 3 did many sessions, art and drama to celebrate diversity. Our curriculum

			has diversity woven throughout the pupil's learning.
Anti-bullying <ol style="list-style-type: none"> 1. Policy is reviewed in the classroom with pupils. 2. Rights Respecting Charter in place and effectively linked to learning. 3. Curriculum has opportunities to review and reflect this area consistently throughout education. 4. Buddy system in place for new starters / vulnerable pupils. 		<ol style="list-style-type: none"> 1. Pupils have been consulted on the policy and have ensured their thoughts influence practice at school. School to start the process to look at the Anti-bullying Mark Award. 2. Class Charters remain high profile and links to this made throughout the year. 3. PSHE curriculum, Circle Time all provide opportunities for pupils to speak about behaviour and highlight when it is not appropriate. P4C opportunities to be developed and staff trained to use this approach. Computing curriculum and PCSO support with digital bullying. Parents receive e-mails on how to support their child at home. 4. Support systems are in place when a pupil needs this. 	<ol style="list-style-type: none"> 1. Reviewed with parents, pupils and staff. 2. Charter in place and refreshed throughout the year. 3. PSHE/RSHE/ Computing curriculum links are made to bullying and pupils having their voice. 4. A number of new starters throughout the school this year have been welcomed and new buddy system. Friendship projects have taken place to support KS2 year groups struggling. Police support with online bullying.

Area 4 Personal Development		Pupil Physical and Mental Wellbeing British Values Contribution to society	
Actions / Measures		Outcomes	Impact
Physical and Mental Wellbeing <ol style="list-style-type: none"> 1. Develop our work with Salford EP to support wellbeing of pupils. 		<ol style="list-style-type: none"> 1. The work we have completed with EP is impacting positively on staff and pupil wellbeing. 2. Forest Schools continue to be integral with pupil's emotional development. 	<ol style="list-style-type: none"> 1. EP support and apprentice have worked with staff to improve wellbeing and outcomes. This has also improved attendance. 2. In place and meeting the needs of all our pupils.

<ul style="list-style-type: none"> 2. Forest Schools to strengthen and support pupil's emotional needs. 3. Strengthen wellbeing of pupils within our curriculum through Worry Champions. 4. Support children with anxiety and issues with attendance. 		<ul style="list-style-type: none"> To have key nurture groups improvements. 3. Worry Champions work is within assemblies and classrooms. 4. School has supported families to improving attendance when anxiety / separation issues. 	<ul style="list-style-type: none"> 3. Wellbeing Leaders have continued to support vulnerable pupils and take assemblies. Ethos around their support is clear. 4. Our Learning Mentor works with families and pinpoints the support a child needs.
<p>British Value</p> <ul style="list-style-type: none"> 1. Embed BV values across the curriculum. 2. Develop staff knowledge on using BV throughout the curriculum. 3. Staff training up to dates in Prevent. 		<ul style="list-style-type: none"> 1. BV is interwoven into our curriculum. Staff have received updates and shared ideas. 2. Staff knowledge and confidence of teaching BV has improved. 3. Staff have completed Prevent training through DFE awareness course. 	<ul style="list-style-type: none"> 1. This is embedded in our curriculum, assemblies, themed weeks and children are aware of them in society. 2. Continue to review as we update our curriculum, to ensure these are referred to. 3. All staff and some governors completed Prevent training online through government portal.
<p>Area 5 Early Years</p>	<p>Teaching and Learning Provision Outcomes</p>		
Actions / Measures		Outcomes	Impact

<p>Teaching and Learning</p> <ol style="list-style-type: none"> 1. To strengthen the EYFS curriculum. 2. Continue to strengthen the early teaching of phonics and reading. 3. Ensure indoor and outdoor learning provision is of the highest quality and reinforces themes and language. 4. EYFS staff to ensure diversity is interwoven throughout the areas of learning. 5. Fine motor skills to be targeted in all areas of learning. <p>Assessment</p> <ol style="list-style-type: none"> 6. Ensure baselines are completed and tracking completed. 7. Ensure phonics is tracked effectively and supports pupils in their transition to KS1 reading. 8. Look at data throughout the year to ensure it is acted upon and more pupils achieve GLD. 		<ol style="list-style-type: none"> 1. Curriculum impact is evident in day-to-day teaching and assessments. 2. Staff have strengthened knowledge and confidence in teaching phonics. Books reflect reading / phonics abilities. 3. Provision is of a high standard and supports current learning and needs. 4. Pupils experience diversity in their learning and experiences in school through texts, puppets, visitors, meeting new families/volunteers/FE students to challenge stereotypes. 5. Fine motor has increased and writing outcome improved. 6. Baselines support teaching and planning moving forward. 7. Phonics teaching, planning and assessment has improved pupil outcomes. 8. Improved outcomes for Reception and beyond. 	<ol style="list-style-type: none"> 1. Observations, provision and outcomes show clearly the impact of our curriculum. It is a strength of the school. 2. Children coming through are working on the same First Class Phonics and this is impacting outcomes successfully. 3. Throughout the year the themes have been excellent and hooks for learning evident in class. 4. Alongside the whole school this is a theme woven into learning on a daily basis. 5. Fine motor data has improved, due to many interventions delivered by staff and training attended. 82% on track. 6. All completed and show progression. 7. Data is shared with year 1 and beyond our Phonics Leader tracks this. 8. 82% GLD outstanding for the cohort needs.
<p>Provision</p> <ol style="list-style-type: none"> 1. High quality early education is inclusive. Children SEND needs are identified quickly. 		<ol style="list-style-type: none"> 1. Learning areas are inclusive and adult supports ensures pupils use areas to the best of their abilities and potential. Areas linked to assessments and needs of pupils. 	<ol style="list-style-type: none"> 1. Adaptive teaching techniques in place, CCP plans identified, provision meets needs of all learners. 2. Middle leaders observe, monitor and feedback to staff. Next: time for more

<p>2. Ensure learning areas develops:</p> <ul style="list-style-type: none"> - Pupil's language - Fine motor skills - Reading - Phonics - Mathematics. 		<p>2. Environment is rich in key areas of focus. Middle Leaders have chance to observe this and support in developments. Governors to observe and give feedback.</p>	<p>foundation subject leaders to see the quality of teaching in EYFS.</p>
<p>Outcomes</p> <ol style="list-style-type: none"> 1. Children receiving interventions are tracked effectively. 2. Continue to strengthen the number of pupils achieving Good Level of Development. 3. Continue Improve outcomes for boys. 4. Improve Literacy area of learning. 		<ol style="list-style-type: none"> 1. Interventions in class linked to speech and language, knowledge or boosters are tracked and the impact recorded on Provision Maps. 2. GLD shows improvement on 75% and in line with national. Prime Areas have improved following a Literacy / Physical Development focus. 3. Boys have improved outcomes across areas – closed the gap with girls. Physical Development, Literacy and Communication improvements. 4. Fine motor skills have been targeted and improvement in outcomes evident. 	<ol style="list-style-type: none"> 1. Interventions have made a huge impact on outcomes e.g. WELLCOMM and Squiggle. 2. 82% GLD above local 62% and national 67%. 3. Boys and girls achieved outcomes on par with each other this year. This is cohort dependant. 4. All improved and outcomes are evidence of this improvement. All staff have worked together and achieved excellent outcomes. Something we should be very proud of as a school.
<p>Other</p> <ol style="list-style-type: none"> 1. To continue to have January and Easter intake into Nursery where needed. 		<ol style="list-style-type: none"> 1. Numbers have increased to our nursery setting. 	<ol style="list-style-type: none"> 1. Nursery has been full this year and high numbers are set for our Sept 24 intake.

Acronyms: EYFS – Early Year Foundation Stage PP – Pupil Premium

KS1 / KS2 – Key Stage One and Two

GLD – Good Level of Development

PSHE – Personal, Social and Health Education

RSHE – Relationship, Sex and Health Education

SEND – Special Education Needs and Disabilities

ARE – Age Related Expectation

CCP – Child Centred Plan

**Please see individual subject leader action plans for in depth targets into curriculum subjects and focus.*