

Broadbent Fold Primary School and Nursery

School Improvement Plan 2024 – 2025



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 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 2023 – 2024 had many challenges which included:-

- High numbers of SEND / Disadvantaged pupils in each cohort.
- Attendance issues, especially children with social and emotional needs – impact of holidays in term time.
- Gaps in learning, issues with working memory.
- Writing issues linked to spellings and handwriting.

Broadbent Fold Primary School and Nursery

Priorities for 2024 – 2025



To strengthen our EYFS outcomes in Literacy and Self-Regulation.



To accelerate the progress of pupils across subjects, increasing the number attaining all three subjects by the end of KS2.



To continue to strengthen our ambitious curriculum with a career led focus.



To support pupil's 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
Curriculum <ol style="list-style-type: none"> 1. Ensure our curriculum enables pupils to develop their memory recall, especially in foundation subjects. 2. To review our planning and teaching of reading, writing and mathematics throughout the curriculum and transference of skills and knowledge. 3. To ensure staff subject knowledge is strengthened across the curriculum. 4. Polish teaching to be accelerated and our scheme progressive. 5. To ensure subject leader termly monitoring is having an impact on outcomes. 6. To make connections from our curriculum to the world of work and future learning. 7. To ensure oracy opportunities are embedded across the curriculum. 	<ol style="list-style-type: none"> 1. Pupils are transferring skills across the curriculum and improving their long-term memory. Plans show this. Key subjects have a focus throughout the year, lessons observed show good quality teaching (Ofsted). 2. Reading Focus – reading continues to be high profile throughout the school and in home learning. Review end of KS2 outcomes and look at learning opportunities. Regular observations undertaken by subject leaders. Domains and weekly comprehensions in class will show pupil's understanding of texts / stamina improve – review effectiveness? 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 to continue as key element missing from writing. 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 reviewed. 	<ol style="list-style-type: none"> 1. October 24 evidence in English books of transference of skills. 3rd December Subject Leaders noted core subjects being transferred across the curriculum. SIP observations in December 24, show skills / knowledge being used in topic lessons cross-curricular. 2. Reading: High quality texts in every year group. English Leader observes and monitors this aut 24. Feedback given to staff regarding guided reading. Additional phonics training attended by staff in N/KS2 aut . Writing: High profile handwriting each half term and awards. Observations in aut 2, show consistency and impact of new teachers on year groups. High expectations evident – Jan 25 book monitoring. More boys achieving pen licences. Maths: Mastery Maths Training for all staff has continued. Impact clear in lesson time and pupil discussions. Maths Day spring term. All: Yr6 Boosters in year aut/spring terms for all three subjects. Intervention groups across school in place. 3. CPD has included; Subject Leader sessions – Maths, Science, English aut 24. Spring Career Led focus and SEND. 4. Full unit delivered to yr5&6 in aut 24. Spring 25 yr 3&4. Polish Day in November, made high profile and successful.

<p>8. Pupil voice to continue to have an impact on curriculum learning.</p> <p>9. Spelling, grammar and punctuation to embedded in learning across curriculum subjects.</p> <p>10. Pilot Finish This – English Opera programme in year 4.</p>	<p>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. Inset time has allowed staff to improve pupil outcomes in writing, especially greater depth.</p> <p>Mathematics Focus- To strengthen our Maths Mastery curriculum – CPD has 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 has ensured curriculum is progressive and children back on track after maternity period.</p> <p>5.Termly meetings are showing impact within lessons and summative. Subject Leaders are very clear of the EYFS curriculum and standards to start of KS3.</p> <p>6.Pupils are talking about careers, external relationships have improved, CPD supports teacher knowledge in Career Led Learning and clubs/trips support this vision.</p> <p>7.Pupils have the opportunity to talk in groups, in public.</p>	<p>5. Subject Leaders review termly their curriculum and share their feedback.</p> <p>6. Headteacher completing Pilot for Start Small, Dream Big. Whole school competition, assemblies key skill, certificates, visitors, action plan in place. Staff meeting spring term. Links with employers. https://www.inspiringthefuture.org/campaigns/when-i-grow-up/#gallery. Career's Week very successful.</p> <p>7. Assembly poem, classroom opportunities, Musical Theatre group introduced. More children wanting to voice views. Oracy evident on school blog.</p> <p>8. Steering groups have own voice and staff act upon their views. Impact on policies e.g. anti-bullying.</p> <p>9. Consistency in spelling. English Leader regular monitoring of books and feedback to staff given.</p> <p>10. https://youtu.be/PF0368-XCQs Excellent outcomes and evaluation very positive from professionals at the Royal Opera.</p>
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	<p>8. Steering groups are having an impact on school life / pupil responsibility and future improvements.</p> <p>9. Spelling concepts are embedded into lessons and knowledge has strengthened for staff and pupils. Observations and monitoring have noted the improvements.</p> <p>10. Pupils gain an understanding of the impact of opera and the style compared to others.</p>	
<p>Teaching and Learning</p> <ol style="list-style-type: none"> 1. To support teachers new to year groups. 2. Ensure high quality teaching and learning standards across the school. 3. Ensure guided reading teaching is consistent across school and high quality. 4. High expectations clear in monitoring and marking. 5. Staff CPD to provide time to research, coach and share good practice. 6. Accelerate learning through interventions and additional adult support. 7. 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) 	<ol style="list-style-type: none"> 1. To ensure new staff have been supported with change of year group and high expectations have remained across school. 2. SLT input has had an impact on daily lessons and pupil achievements. Monitoring has improved outcomes in lessons and children been accelerated. Lessons are progressive, make links to learning and tasks are clear and knowledge based. 3. English Leader has worked with staff to improve outcomes in reading sessions. End of year results show this. 4. Monitoring shows improved outcomes and consistency for all learners. 5. CPD has had an impact on pupil outcomes and wellbeing. 6. Interventions have successfully driven learning, accelerated learning, addressed gaps quickly and targeted CCP pupil's needs. Quality first and adaptive teaching. 7. Curriculum planning is effective and strategies are having an impact on pupil's learning and working memory. Topics books show clear progression of subject. (Ofsted) 	<ol style="list-style-type: none"> 1. Additional planning and marking time during Inset, subject leader support, KS phase meeting time. 2. SLT, SIP, English Leader observations and follow ups – show developments of staff. Teacher talk focus from autumn term. 3. Autumn and spring term checks and feedback from English Leader, staff act upon and develop. Summer checks and development seen by English Leader. 4. Clear in feedback. Subject leader check marking termly. 5. See end of year outcomes unit. 6. Interventions and boosters in place throughout the year. Impact evident on Provision Map. 7. Two-year cycle in place and effective builds on subjects topics and knowledge. Topic books show progression and working memory supported. History needs to be a focus next time. 8. Vulnerable pupil data collected attendance above 97% in autumn 24. 9. Tracking systems over the year show GD more of an emphasis. 10. Parental attendance low at workshops. 11. Memory links more evident in observations. Activities show build-upon of knowledge and reviewing learning from this / previous year.

<ul style="list-style-type: none"> 8. Ensure vulnerable pupils are effectively planned for and provision in place. 9. Identify ways to pinpoint greater depth pupils earlier. 10. Continue to support parents in their child's learning journey. 11. To explore the Implementation process and impact on learners with a focus on knowledge retention and metacognition. (Ofsted). 	<ul style="list-style-type: none"> 8.Planning shows key children / groups have the correct provision to meet their needs. Attendance has improved. 9.Greater depth pupils are highlighted from the onset and tracked / challenged highly effectively. Outcomes show this. 10. Workshops offered to support their child at home e.g. maths. 11.Implementation process has been explored and evidence is used from the classroom to make judgements to improve outcomes. 	
<p>Assessment</p> <ul style="list-style-type: none"> 1. Review the impact of teacher marking across subjects. 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 more effectively in foundation subjects. 5. To show the impact of assessment during lesson time. 6. Termly pupil reviews improve next steps for staff. 7. SENCo to strengthen assessment provision for SEND pupils. 	<ul 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. 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. Planning is not used year on year. 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. 	<p>See autumn term data collection.</p> <ul style="list-style-type: none"> 1. Core subjects a strength in marking from autumn term, focus more on topic for spring term. 2. 80% achieving reading end of EYFS 2025. 93% achieving phonics outcomes. 3. More evidence is needed with peer assessment in books. Self-assessment is clear across subjects, but will need to be strengthened. 4. Not enough has been done on this for foundation subjects and is something we need to look at other schools and compare. Needs to be effective, but not time consuming. 5. Every lesson observed shows the impact of learning and next steps addressed. 6. Very evident with our SEND pupils and vulnerable targeted group. 7. Provision Map and notes on Arbor system support this.

8. Improve the tracking of children achieving reading, writing and maths combined.	6.Pupil progress meetings ensure children are reviewed accurately, vulnerable pupils are pinpointed and next steps are swift. 7.Assessment process has strengthened for SEND pupils. Staff able to monitor effectively. 8.R,W,M outcomes have improved in each class – as this has been monitored and tracked throughout the year.	8. Termly checks of this have improved and teachers have been aware of those children not on track. Summer data:
Aspirations for the Future <ol style="list-style-type: none"> 1. To enhance our rich, diverse curriculum to inspire children for the future in employment. 2. Ensure visitors and trips continue to 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 special themed weeks. 6. To take part in pilot programme Small Steps Dream Big. 	<ol style="list-style-type: none"> 1.Our curriculum shows rich experiences to inspire pupils, by accessing the wider community/further education. 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. Gold Mark achieved. Work continued with Jason Robinson Foundation. 4.Visitors to school are from a range of backgrounds and display their own talents. 5.Week have taken place to inspire pupils to look at different types of future employment. 6.Ht has completed the programme and delivered Insets to staff on Career Led Learning. 	<ol style="list-style-type: none"> 1. Vision linked. 2. TVE sheets completed to show impact. School blog and books evidence of positive impact. 3. Gold 23-24, competitions football, dodgeball, cross-country, Equal Access Award. 78.2% of KS2 have represented school this year at a competition including 75% of SEND pupils in KS2, 93.75% of pupil premium pupils, 75.9% of boys and 80.7% of girls. This has been achieved by promoting sports for girls and also entering SEND competitions and festivals for unconfident children and those that wouldn't normally get the opportunity. 4. Autumn term author visit whole school. New KS2 library promoted. Librarians reading at lunchtime with pupils. 5. Employers in school throughout the year: engineers, author, rugby, careers week, families, magistrates, GMP, Fire Service, Black History, Science Week, World book/Maths Day, 6. Headteacher completed training. Staff Inset Feb 25. Planning looked at and using careers to drive curriculum themes. Displays around school show skills linked to subjects/careers. Skill in assembly each half term. Career's Week successful. Celebration event in July.
Outcomes See EYFS section for separate outcomes.	<ol style="list-style-type: none"> 1.Continue to strengthen phonics. Improvement on 87% target 90% end of year 	<ol style="list-style-type: none"> 1. 93% achieved phonics year 1. 2. 86% ready for year 3 retake 1 out of 3 children achieved retake. SEND pupils with significant need.

<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 across subjects. 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. Continue to reduce the gender gap. Girls in mathematics, girls in end of KS2 reading and greater depth for both genders. 	<ol style="list-style-type: none"> 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 65% on track across. In line with local. 7. Identification made early – NTP in place to support GD pupils. 8. Aim for 70% pupils achieving SPAG outcomes in each year group – matching up with writing. 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 line with non-disadvantaged through provision. 	<ol style="list-style-type: none"> 3. Reading 75% Expected 32% GDS Writing 75% and 11% GDS. Above target achieved. 4. At all expected levels – children met the expected level. Year 1 achieved all three subjects in GDS. Improvements evident in reading and mathematics achieved GDS in year 2. Year 2 writing a focus needed on GDS as they move into year 3. New SIP. 5. Across school this has been evident – year 2 cohort remains the focus for new SIP. 6. Achieved with a potential 77% combined (awaiting official confirmation). 7. Evident in data – we have achieved across subjects. Writing remains a focus for lower KS2. 8. Achieved - 88% EXS and 31% GDS. 9. Achieved 85%. 10. See data sheet for breakdown.
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Disadvantaged pupils Service Pupils making progress in line with peers. Greater depth- ensure identified early across the curriculum. Boys greater depth in reading/writing focus end of KS2.		
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Area 2 Leadership and Management	Vision and Ethos SLT and Governance Staff Wellbeing Staff Development Safeguarding Equal Opportunities Community	
Actions / Measures	Outcomes	Impact
Vision and Ethos 1. Work with Trusts to change into a MAT. 2. Strengthen our school vision through class assemblies, experiences and our curriculum offer. 3. Continue to strengthen middle leadership skills and knowledge.	1. Further movements are made to move into a MAT. Consultations have taken place to secure a stronger future for the school. 2. 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. 3. 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.	1. Many meetings with Trusts, Applied for SPT letter to Chair, DFE involvement in next steps, DFE application made for SPT. Plan for autumn term 2025 to move. 2. Vision clear and daily observations across school show this. Assembly themes reinforce our ethos and priorities as a school. CRL links made. 3. High quality moderation taking place in-house and external. Clear focus on SPaG and handwriting. Staff new to year groups developing knowledge and strengthening skills as they year progresses. Staff attend CPD with clusters e.g. Mastery Maths.

SLT and Governance <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 continuing working to improve the financial stability of our school. 3. Governors to welcome new governors and strengthen the breadth of knowledge on the team. 4. To strengthen 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. Meetings look at current and future picture. Further income opportunities are found to support school. School intake has increased Advertising of school's achievements in the media have been utilised. 3. A succession plan is in place and new positions have been supported. 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. All in place. Wellbeing Wednesdays allow staff and pupils time to reflect and review. EFS pupil questionnaire completed. Wellbeing Leaders need a revamp. 2. Governance has strengthened with skills and numbers. Tight budgeting in place and fund raising to support extras. 3. This continues to take place within the team, new arrivals have been supported. 4. Curriculum team have key leaders attending and updating on subject actions and impact. 5. Training recorded and governors who oversee certain areas receive e-mails and training options.
Staff Wellbeing <ol style="list-style-type: none"> 1. Review workload and impact of paperwork. 2. Monitoring sheet to take account of planning, CCP and report writing time. 3. Phase meetings take place termly to allow staff to reflect. 4. Events and strategies to support staff wellbeing and team building. 5. Emotionally Friendly Setting Action Planning. 	<ol style="list-style-type: none"> 1. The importance of planning and assessment has been reviewed and linked to staff outcomes / wellbeing. 2. Time given in Inset time to plan CCP meetings and report writing. 3. Phase meetings have allowed staff to review and reflect on practise to strengthen phase teams. 4. Throughout the year the staff have had the opportunity to bond and develop as a team e.g., lunches together, mugged, Inset times, PTFA. 5. Emotionally Friendly planning has taken place and questionnaires, SLT have acted upon these to improve outcomes for all. 	<ol style="list-style-type: none"> 1. Extra inset time given for marking, planning and CCP writing time. 2. In place. 3. Phase meetings are improving and time for phases to reflect on current needs and practice. 4. Nights out, meals together for Inset, 5. Started autumn 24 – ongoing. To complete autumn 2025, all actions have been targeted and implemented. Behaviour policy under review.
Staff Development <ol style="list-style-type: none"> 1. Reviews 1:1 with SENCo and staff to review practice. EEF support in this area. 	<ol style="list-style-type: none"> 1. 1:1 time termly support for staff. 2. Monitoring system has allowed time for staff to review their subject / knowledge and have time with each other to share updates/research. 	<ol style="list-style-type: none"> 1. Number of plans increased, so focus meetings have needed to take place. 2. Planning time each term given to update planning. Subject Leaders termly do checks

<ol style="list-style-type: none"> 2. Time given to staff to make changes to our curriculum and their subject leader development. 3. Focus needed on: Reading books (Ofsted) End of KS2 reading outcomes Writing – drafting, editing, spellings R,W,M outcomes Career Led Learning Subject leaders – Middle Leaders. SPAG teaching. Moderation and assessment. Foundation Subjects teacher knowledge and planning. Metacognition. Assessment. 4. Strengthen our Cluster Work focus on moderation and subject leader knowledge. 	<ol style="list-style-type: none"> 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) 4. Cluster meetings, learning walks and moderation has a positive influence on staff development, knowledge and confidence. Subject leaders have had opportunities to share policies and practices. 	<p>on the curriculum and ensure up to date with current strategies / ideas.</p> <p>3. Phonics training all completed and KS2 staff fully trained. English Leader support with reading and teaching of English using AI. Pupils reading books checked termly, ensuring progression and accuracy. Lacey Green supported books.</p> <p>4.Cluster work has supported: moderation of English, Mastery Maths developments, HT meetings on practices.</p>
<p>Safeguarding</p> <ol style="list-style-type: none"> 1. Ensure policies and practises are reviewed and up to date with government documents. 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 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.DSLs have updated their training. 	<ol style="list-style-type: none"> 1. To date and to governors to review. Safeguarding audit completed aut term 24. 2. Weekly checks sent to staff, National College in place for DSLs. DSLs attend LA updates. CPOMs checks in place to ensure logs are timely and follow ups too. 3. All in place. 4. National College in place for DSLs. DSLs attend LA updates. Safer Recruitment completed. Prevent updated.

Equal Opportunities <ol style="list-style-type: none"> 1. Review objectives. 2. Update policies. 3. Learning walks completed on provision to ensure all learners are provided for. 4. Curriculum reflects diversity. 	<ol style="list-style-type: none"> 1.Update our equal opportunities objectives. 2.Updated policies in place and actioned. 3.Learning walks, observations and pupil progress meetings to show all learners needs are being met. 4.Curriculum, visitors, environment, texts and planning shows diversity linked to local community and beyond. 	<ol style="list-style-type: none"> 1. Updated September 2023 – reviewed each year. 2. Policy on Equality and Diversity updated Feb 25 with governor input. 3.Behaviour Walk and English monitoring autumn term 24. SEND walk spring term 25. Show our provision meets need and staff adapt to support pupil's needs. Subject leader learning walks have taken place. 4. Texts, authors, themes, visitors, all diverse. This is constantly tackled in assembly. Diversity Week in June for LGBTQ+
Community <ol style="list-style-type: none"> 1. Strengthen partnership with home and school. 2. Strengthen community developments. 3. Review impact of PTFA. 4. Strengthen links with MATs and further education. 	<ol style="list-style-type: none"> 1.Families are involved with meetings, consultations of policies, reviewing CCP needs, supporting school in 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. 2.Look at links with associations, businesses to drive our curriculum and support local families. 3.PTFA continues to strengthen and generating income into school to support provisions in reading, sport and wellbeing. 4.Links with MATS and high schools has strengthened and subject leaders seek support to strengthen knowledge of staff and pupils. 	<ol style="list-style-type: none"> 1. All in place to allow parents an understanding of our school and their child's progress. 2. Career links with employers, Visits and workshops – Safe Squad, GMP, Fire Service, St John's Ambulance, Magistrates. 3. PTFA events: Bake Off, non-uniform days. 4. SPT developments continued, links with Astley Sports.
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. 	<ol style="list-style-type: none"> 1.Behaviour Policy in place and being effectively followed. 2.Stars have pushed children to continue to strengthen standards. 	<ol style="list-style-type: none"> 1. Completed autumn 24 with pupil leaders alongside anti-bullying policy. Behaviour Walk completed with pupil leaders autumn

<ol style="list-style-type: none"> 2. Increase number of stars rewarded to increase expectations. 3. Support pupils with specific behavioural needs through plans and reviews. Behaviour plans need to be reviewed on a consistent basis and show impact of behaviour for learning. Parents to have a clear input into this. 4. Strengthen systems and strategies to support identified pupils with social, emotional and mental health needs. <p>Attendance</p> <ol style="list-style-type: none"> 5. To improve overall attendance and reduce PAs. 6. Tighten policy and approaches when pupil's attendance is lowering or they are at risk of PA. 7. Identify and support vulnerable families. 8. Reward attendance and follow policies for absences to reduce persistent absence. 	<ol style="list-style-type: none"> 3. Behaviour plans are effectively in place for pupils with specific needs and LA support for further assessment. Parents directly involved in pupil's development. Classes are not losing any learning time due to low level disruptions. 4. Support identified pupils, alongside PSHE curriculum, Forest Schools, Wellbeing Walks to Gorse Hall, Wellbeing Leader, Educational Psychologist involvement, NHS Worker (EMHP) and pupil steering groups. Teachers worked closely to make curriculum accessible. EMHP and Healthy Hyde support in various areas – Friendship / Anxiety / 1:1 support. 5. Attendance Officer is clear about daily, weekly and half termly checks. Works with HT and parents to improve outcomes. 6. 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. 7. Attendance policy and processes being followed and letters / meetings or EHA in place to support anyone vulnerable. 8. Children receive attendance certificates and rewards 98%+. 	<p>term and feedback shared with staff.</p> <p>Summer term selected classes review the colour chart to support anxious children.</p> <ol style="list-style-type: none"> 2. Increased making it more of a challenge for pupils and ensuring staff reflect on who receives the stars and what have they done to demonstrate good learning behaviours. 3. Behaviour Plan used for short-term to support pupil and improve behaviours. 4. Excellent systems in place for wellbeing. Wellbeing Leaders at the heart of this and their messages of support and positivity in assemblies. 5. Aut 24 97% attendance. 1 x attendance plan, 1 x flexi-plan. Strength of our school – see LA data. Highest in authority. 6. Policy reviewed autumn 24 and updated alongside LA changes and fines. Letters sent / meetings planned for PA pupils. 7. In place and supported. 8. Termly certificates and rewards. Emails sent to parents.
<p>Anti-bullying</p> <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. 	<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. SLT to review incidents and ensure any updates and training put in place. 2. Class Charters remain high profile and links to this made throughout the year. 	<ol style="list-style-type: none"> 1. Policy reviewed autumn 24 with pupil leaders. Number of incidents reported is low, but tackled effectively. 2. All in place and support for pupils in place. 3. Curriculum topics tackle this, anti-bullying week, Diversity week and E-Safety theme

3. Curriculum has opportunities to review and reflect this area consistently throughout education. 4. Buddy system in place for new starters / vulnerable pupils.	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.	week pinpoint how to identify bullying and receive support. NSPCC Speak Out Assembly delivered Nov 24. GMP social media Nov 24 visit. Magistrates yr6 visit autumn 24. 4. In place and successful.
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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"> Develop our work with Salford EP to support wellbeing of pupils. Forest Schools to strengthen and support pupil's emotional needs. Strengthen wellbeing of pupils within our curriculum. Support children with anxiety and issues with attendance. 		<ol style="list-style-type: none"> The work we have completed with EP is impacting positively on staff and pupil wellbeing. Forest Schools continue to be integral with pupil's emotional development. To have key nurture groups improvements. Wellbeing Leaders continue to have an impact within assemblies and classrooms. School has supported families to improving attendance when anxiety / separation issues. 	<ol style="list-style-type: none"> EFS ongoing. Emotionally Friendly questionnaire to staff has been completed. Next steps are to analyse results with EPs and look at how it links to our behaviour policy. Summer term 25 trailing ideas. Currently on hold. See section on wellbeing. Tameside EPs are running a friendship group based on the results of the emotionally friendly questionnaire results. Healthy Hyde is continuing with the children thoroughly enjoying the sessions aimed at targeting anxiety/emotional and mental health. Support in place for families.
British Value <ol style="list-style-type: none"> Refresh BV values across the curriculum. 		<ol style="list-style-type: none"> BV is interwoven into our curriculum. Staff have received updates and shared ideas. 	<ol style="list-style-type: none"> Magistrates visits in yr 6, Assemblies and curriculum review. Staff refreshed knowledge.

2. Refresh staff knowledge on using BV throughout the curriculum.	2.Staff knowledge and confidence of teaching BV has improved.	
Area 5 Early Years	Teaching and Learning Provision Outcomes	
Actions / Measures	Outcomes	Impact
Teaching and Learning <ol style="list-style-type: none"> 1. To review the EYFS curriculum. 2. Continue to strengthen the early teaching of phonics and reading. 3. Ensure 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. 6. Support pupils unable to self-regulate. Assessment <ol style="list-style-type: none"> 7. Ensure baselines are completed and tracking completed. 8. Ensure phonics is tracked effectively and supports pupils in their transition to KS1 reading. 9. 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 continues to strengthen. 6. Support in place to improve self-regulation and impact evident on year group outcomes. 7. Baselines support teaching and planning moving forward. 8. Phonics teaching, planning and assessment has improved pupil outcomes. Getting pupils KS1 ready. 9. Improved outcomes for Reception and beyond. 	<ol style="list-style-type: none"> 1. The curriculum is planned carefully around celebrating diversity to ensure the children have a broad and balanced knowledge of the world. 2. All staff trained and up to date autumn 24. New phonics books spring 25. Phonics training in Nursery linked to our scheme – First Class Phonics is working well. Children are making good progress in readiness to start phase 2 in September. New books (both individual read and guided) purchased mean we now can fully match the children’s phonics knowledge to their reading book plus guided reading level. 3. Developments taking place by new site manager. 4. In place, whole school focus. 5. Data showing improvements. Squiggle is being used as a whole class in Nursery and as an intervention for those who need it in Reception. The data shows fine motor skills are increasing. 6. Data showing progress. A lot of work has been done on self-regulation including looking at breathing, meditation and yoga. This is still an area for development with the current reception cohort and is being targeted by

		<p>individual support with the Mental Health Practitioner.</p> <p>7. Completed and areas of focus – literacy and self-regulation.</p> <p>8. Phonics Leader tracking and checking cohort achievements.</p> <p>9. Children received 80% GLD. Those children not achieving due to key issues.</p>
Provision <ol style="list-style-type: none"> Children SEND needs are identified quickly and supported. Ensure learning areas develops: <ul style="list-style-type: none"> Pupil's oracy Fine motor skills Reading Phonics Mathematics 	<ol style="list-style-type: none"> SEND pupils are tracked and identified quickly to ensure effective support is put into place. Environment is rich in key areas of focus. Middle Leaders have chance to observe this and support in developments. 	<ol style="list-style-type: none"> Improved recognition and support from external agencies. Baseline and home visits/discussions with previous settings allows us to target SEND quickly. Wellcomm is used to baseline children in Nursery and Reception with digital recording being the next steps. This allows us to track progress through the intervention before needed to refer in to SALT. Data shows these are a strength of the cohort.
Outcomes <ol style="list-style-type: none"> Children receiving interventions are tracked effectively. Continue to strengthen the number of pupils achieving Good Level of Development. Continue Improve outcomes for boys in line with girls. Improve Literacy area of learning. 	<ol style="list-style-type: none"> Interventions in class linked to speech and language, knowledge or boosters are tracked and the impact recorded on Provision Maps. GLD continues in line 80% and in line with national. Prime Areas have improved following a Literacy / Physical Development focus/Self-Regulation focus. Boys have improved outcomes across areas – closed the gap with girls. Physical Development, Literacy and Self-Regulation. Fine motor skills have continued to be targeted and improvement in outcomes evident. 	<ol style="list-style-type: none"> Has been achieved and in place for groups or key children throughout the year. GLD 80% September data to be released national comparisons. All targeted in provision. 7 pupils left-handed had an impact on data.

Acronyms: EYFS – Early Year Foundation Stage PP – Pupil Premium SPT – Stamford Park Trust 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.