

**Broadbent Fold Primary School and Nursery
School Improvement Plan 2021 – 2022 Review**



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 2017 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

Teacher assessment data is only available for 2020-21 due to the COVID-19 pandemic.

A recovery curriculum and plan is in place with diagnostic assessments are the main form of assessing.

This will continue to require a responsive and evolving planning process. Some targets and actions in this plan have been carried over from last year's plan, as the ongoing COVID crisis and national lockdowns meant that we were unable to progress as far as hoped with some aspects of whole school development. Some have also been repeated in order to embed and monitor more thoroughly than last year allowed.

Broadbent Fold Primary School and Nursery

Priorities for 2021 – 2022



To accelerate the progress in English and mathematics across school.



To strengthen our broad and balanced curriculum, which supports memory and transference of skills and knowledge.



To embed our new EYFS framework.



To strengthen our Personal, Social, Health and Economic learning to support pupil wellbeing.

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	Responsibility	Outcomes	Evaluation / Next Steps
<p>Curriculum</p> <ol style="list-style-type: none"> 1. Develop our broad and balanced curriculum with an emphasis on blocking, cross-curriculum knowledge and skill building. 2. Emphasis on reading, writing and mathematics throughout the curriculum. 3. Staff subject knowledge to be developed across the curriculum. 4. Polish to be introduced. 5. Model music curriculum to be reviewed. 6. Subject leaders to track the progress and attainment of their subject through termly monitoring. 7. Pupil voice to impact on planning. 	<ol style="list-style-type: none"> 1. All 2. Subject Leaders 3. HT/DHT 4. MFL Leader 5. Music Leader 6. Subject Leaders 7. SLT 	<ol style="list-style-type: none"> 1. Pupils are transferring skills across the curriculum and improving their long-term memory. 2. Reading Focus – reading is high profile throughout the school and in home learning. Libraries are being used effectively to developing enjoyment. Reading domains and weekly comprehensions in class will show pupil’s understanding of texts / stamina improve. Writing Focus – handwriting scheme introduced last year shows positive impact in all books this year. Vocabulary Ninja training has ensured that language is rich in classrooms. New spelling scheme introduced effectively and it is starting to improve in pupil’s writing. Write Away training from last year is being used to drive standards and knowledge to address editing process. Talk for Writing training that has taken place this year has ensured talk is rich in the planning of writing and staff can confidently plan a unit effectively to teach writing. 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 	<ol style="list-style-type: none"> 1. This continues to strengthen. Key subjects need a specific focus e.g. music. 2. Clear improvements evident in observations and books. Reading and maths a particular strength in EYFS / KS1. 3. Work has taken place on maths, phonics, planning, marking, SEND teaching, moderation – see CPD file for full details to support SIP. Classroom teaching delivering to a higher standard. 4. Successfully done and planned. Pupil enjoyment evident and link to Polish School in place. 5. Reviewed and subject leader has started to complete provision map.

		<p>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.</p> <ol style="list-style-type: none"> 3. CPD has focused on pupils' needs and has impacted on outcomes. Subject leaders are also confident with their knowledge from EYFS to year 6. 4. Polish has been introduced as part of our weekly learning. Links have begun with a Polish School and Programmes of Study are covered. 5. Tameside LA and music subject leader have trained staff and blocking using Charanga and new curriculum are evident in classrooms. 6. Termly meetings show the increased confidence and knowledge of staff across subjects and it displays this in the environment / books. 7. Steering groups are having an impact on school life / pupil responsibility and future improvements. 	<p>This needs strengthening next year.</p> <p>6. Core subjects evident, science evident, PSHE introduced, PE evident. History and Geography developing. MFL to review new year on 2nd cycle. Staff knowledge has improved using EEF research.</p> <p>7. Clear support throughout the year has impacted on a number of areas – Marking & Feedback, PSHE/RSE lessons, SEND support, Wellbeing, PE provision and teaching.</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. 3. Staff CPD to provide time to research, coach and share good practice. 	<ol style="list-style-type: none"> 1. SLT / Gobs / SIP 2. SLT and subject Leaders 3. SLT 4. SENCo / HT 5. DHT 6. All 	<ol style="list-style-type: none"> 1. Updated teaching and learning policy is having an impact on daily lessons and pupil achievements. Lessons are progressive. 2. Monitoring shows improved outcomes and consistency for all learners. 3. CPD has had an impact on pupil outcomes and wellbeing. 4. Interventions have successfully driven learning, accelerated learning, addressed gaps quickly and targeted CCP pupil's needs. 	<ol style="list-style-type: none"> 1. Monitoring and drop-ins completed by SLT and subject leaders over the year. Standards in EYFS/KS1 and data reflect this. KS2 developments remain and will be a focus for new SIP. 2. Reading/Phonics and Maths outcomes EYFS/KS1

<p>4. Accelerate learning through interventions and additional adult support.</p> <p>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.</p> <p>6. Ensure vulnerable pupils are effectively planned for and provision in place.</p> <p>7. EYFS and Key Stage One Staff to take part in various Mathematic CPD with EEF/ NFER / Maths Mastery.</p>	<p>7. Maths Leader</p>	<p>5. Curriculum planning is effective and new strategies are having an impact on pupil's learning.</p> <p>6. Planning shows key children / groups have the correct provision to meet their needs. Maths Mastery has successfully supported low attaining pupils in number fluency.</p> <p>7. Completion of trials has led to improvements in pupil's maths knowledge and thinking – linked to Mastery and staff CPD. Children have time to practise and embed learning.</p>	<p>show CPD impact. Writing progress is evident in books, but gaps remains within spelling element.</p> <p>3. Evident in monitoring throughout the year, sharing practice, looking at research. This needs to continue with peer coaching element. EEF to support this too next year.</p> <p>4. This has been tricky this year with lack of staff and funding. Small focused interventions linked to wellbeing, reading, phonics, maths and year2/6 NTP. Provision map shows progress, but more is needed.</p> <p>5. This has been reviewed and edited throughout the year successfully. Staff ensure pupil input and curriculum changes are adapted.</p> <p>6. Evident in classroom observations – SEND, dyslexia friendly, previously LAC and children bereaved /DV affected/anxiety.</p>
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			7. This has been a strength this year all staff trained and impact on data evident.
Assessment <ol style="list-style-type: none"> 1. Marking and Feedback policy is to have impact on daily learning outcomes. 2. Peer and self-assessment using purple pens accelerates learning process. 3. Diagnostic assessments are used effectively. 4. To show the impact of assessment during lesson time. 5. Continue to review the impact of interventions and support. 6. Termly pupil review. Half termly where needed. 7. Current Year 5 pupils to start work with the Children's University to track achievements. 8. Engagement Model in place. 	<ol style="list-style-type: none"> 1. SLT 2. Teachers 3. DHT 4. DHT 5. SLT 6. SLT 7. HT 8. SENCo 	<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. 2. Purple pen in books show impact and developments in pupil's learning. 3. Day to day planning has been altered and changed with effective use of diagnostic assessments. 4. During lessons it is clear that questioning, editing, challenges and progression in skills / knowledge is highly effective. 5. Interventions have been successfully used to accelerate group learners and support the recovery curriculum. 6. Pupil progress meetings ensure children are reviewed accurately, vulnerable pupils are pinpointed and next steps are swift. 7. Surveys and links with parents have been completed and work with CU has begun. 8. Staff understand and use the model effectively. 	<ol style="list-style-type: none"> 1.This has been reviewed with books / staff and pupil leaders. Changes in place ready for 2022/2023. 2.Improved this year – editing in particular. 3.This has improved and needs to be monitored next year to ensure it continues and embeds. 4.This has improved across school with teachers and support staff. 5. Key groups within lessons have been targeted and SEND developments evident. Speech and language focus needed next year – progress limited this year. 6.Termly reviews showed need and developments. Half termly ones needed next year. 7.We were chosen for a control school, so no input given.

			8. This is in place, parents have been introduced to it, on the website to strengthen our offer.
Aspirations for the Future <ol style="list-style-type: none"> 1. Continue to provide a rich / diverse curriculum to inspire children for the future in employment. 2. Our curriculum and timetable show links to pupil's futures. 3. Develop work with Maths Hub and specialism focus. 4. Aim for Food4life Gold award and Smoke Free Gates Award. 5. Ensure visitors and trips inspire children and provide meaning to learning. 6. Aim for our Science Mark Award (PSQM). 	<ol style="list-style-type: none"> 1. SLT 2. Teachers 3. Maths Leader 4. HT 5. SLT 6. Science Leader 	<ol style="list-style-type: none"> 1. Our curriculum shows rich experiences to inspire pupils, by accessing the wider community. 2. Links are clear to our curriculum and context in the curriculum has local and wider themes. 3. Pupils know about maths opportunities in their future jobs. 4. School achieved gold status and Smoke Free Gates Award. 5. Teachers have a plan of intent for the experiences and are clear of the impact of providing these. 6. Science leadership has improved the teaching and learning of science across school and improved pupil's understanding of STEM. 	<ol style="list-style-type: none"> 1. This has been achieved and school continue to develop our diversity in the curriculum. Visitors and trips have inspired pupils, evident on our school blog. 2. Our own curriculum is aimed at getting children ready for their future, this year has been more nurturing, self-confidence and attachment support than previous years. 3. All in place and strengthened. Maths Leader will continue to complete this next year. Data is evident of impact. 4. Still continues – school need to submit new menus in autumn 2022, due to kitchen issues. 5. Been a strength of the school.
Outcomes COVID-19 (no data 2020)	<ol style="list-style-type: none"> 1. KS1 Phase 2. KS2 Phase 	<ol style="list-style-type: none"> 1. Majority of pupils meet national expectations or exceed in core subjects. Writing has significantly improved in year 2. 	<p>See data attached.</p> <ol style="list-style-type: none"> 1. Clear improvements evident through data. Reading and maths are

<p>These outcome targets are based on current needs of year groups and diagnostic assessments: See EYFS section for separate outcomes.</p> <ol style="list-style-type: none"> 1. Strengthen KS1 outcomes, with a particular focus on children achieving ARE in core subjects. 2. Strengthen KS2 outcomes, with a particular focus on children achieving ARE in core subjects. 3. Improve the number of children achieving science outcomes across the school. 4. Improve phonics outcomes for pupils in year 1 and 2. 5. Vulnerable groups: SEND – Ensure tracking shows progress pupils have made. Boys’ phonics achievement. Disadvantaged pupils – Clear provision in place. See PP Plan. Service Pupils and Post Lac children making progress. Greater depth- ensure identified early across the curriculum. 6. <i>Ofsted Recommendation</i> -. accelerate the improved pupil progress already achieved in English and mathematics to secure effective teaching. 	<ol style="list-style-type: none"> 3. Science Leader and SLT 4. KS1 Phase 5. SLT, Govs 6. SLT, Govs 	<ol style="list-style-type: none"> 2. Majority of pupils meet national expectations or exceed in core subjects. Writing has significantly improved in year 3 and 4. Reading has significantly improved in year 5. Mathematics has significantly improved in years 4 and 6. 3. Science learning shows progress in lessons and children matching national expectations. 4. A new phonics scheme has been introduced and pupils are meeting ARE. Improvements evident in pupil’s reading. 5. Gap Analysis: Gender/greater depth: Number of boys achieving phonics outcomes has increased. Year 2 phonics impact has addressed concerns. KS1 girls have demonstrated GDS improvement in reading. Girls achieving science outcomes in KS1 has improved. Boys’ outcomes in KS1 writing have improved. SEND – plans are in place and reviewed effectively (CCPS). Engagement Policy in place where needed. Disadvantaged Pupils – Ensure all pupils are in line with non-disadvantaged through provision. Service pupils and previous LAC attainment and progress is evident. 6. Each year group is clear of achievements and using key policies to accelerate learning further. Pupil progress meetings and reviews identify needs and next steps. 	<p>the strength, but significant progress evident in writing. Greater depth evident in year 2.</p> <ol style="list-style-type: none"> 2. See whole school data. 3. See whole school data. 4. First Class has been introduced and staff throughout EYFS and KS1 trained. Book bands being reviewed. Observations of phonics – clear improvements in quality first teaching. 5. See attached data sheet. 6. Progress clear in each year group considering well below standards on entry, due to impact of Covid-19. Curriculum changes and gaps have been a focus for this academic year.
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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	Responsibility	Outcomes	Evaluation / Next Steps
Vision and Ethos <ol style="list-style-type: none"> 1. Embed our school vision through class assemblies and our curriculum. 2. Continue to strengthen middle leadership skills and knowledge. 3. <i>Ofsted Recommendation</i> - to include more precise measures of pupil's expected achievement that will show the impact of leaders' actions. 4. Develop our school website. 	<ol style="list-style-type: none"> 1. SLT, Govs 2. SLT 3. All 4. DHT, Govs 	<ol style="list-style-type: none"> 1. Vision is continued to be promoted. Our daily curriculum and home learning reflects this. PSHE and Wellbeing Focus each week. 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. 3. Data is shared effectively with all stakeholders. This informs plans for the next step in their learning journey. 4. School website has been reviewed and updated, to link to our school vision. 	<ol style="list-style-type: none"> 1. Vision is reflected in the classroom, learning and curriculum. Skills for life – focus on pupil's emotional wellbeing. 2. Consistent monitoring in place and training of leaders in all subjects. 3. Impact of leaders actions are clear in EYFS/KS1 data as the school begins to strengthen again following the pandemic. Also clear in the expectations of pupils / staff. 4. Strength of our school, displays achievements, links to community and our vision for our pupils.
SLT and Governance <ol style="list-style-type: none"> 1. Ensure the wellbeing of pupils, staff and the community is supported by governors. 	<ol style="list-style-type: none"> 1. SLT, Govs 2. SLT, Govs 3. Govs 4. Govs and Subject Leaders 	<ol style="list-style-type: none"> 1. Wellbeing is a standing item on meetings, with a link governor. Pupil / staff / parent voice to be reviewed and governors support in next steps. 2. A 5-year premises plan is in place. Meetings look at current and future 	<ol style="list-style-type: none"> 1. Wellbeing very clear on whole school agenda from staff weekly briefings, to Wellbeing Wednesday to Champions. HT now trained as SMHL.

<ol style="list-style-type: none"> 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. 		<p>picture. Further income opportunities are found to support school.</p> <ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 2.This has been delayed due to roof being completed and disruptions / damage. 3.Governors have strengthened in numbers. Need to look at new Chair for next academic year. 4. Curriculum governors have had work presented by different subject leaders, books monitored and standards quality assured.
<p>Staff Wellbeing</p> <ol style="list-style-type: none"> 1. Continue to review workload through continued review on planning and assessment systems. 2. Events and strategies to support staff wellbeing and team building. 3. Environment for staff is improved. 	<ol style="list-style-type: none"> 1. SLT 2. HT 3. HT 	<ol style="list-style-type: none"> 1. The importance of planning and assessment has been reviewed and linked to staff outcomes / wellbeing. 2. Throughout the year the staff have had the opportunity to bond and develop as a team e.g., lunches together, Inset times, PTFA. 3. Continue to review our staff room and make improvements for comfort and rest. 	<ol style="list-style-type: none"> 1.This will be continuously reviewed and remains part of our ethos at BBF. 2.Staff night outs, meetings, You've been Mugged, lunches, Golf Club – all to improve our team. 3.Wellbeing Champion staff in place – send out e-mails/positive messages of support. Emotionally Friendly to take in September. Staff room also to update.
<p>Staff Development</p> <ol style="list-style-type: none"> 1. SENCo to apply for the national award (NASENCO) 2. Time given to staff to make changes to our curriculum and their subject leader development. 3. Focus needed on: 	<ol style="list-style-type: none"> 1. SENCo 2. HT 3. SLT 4. Maths Leader 5. EYFS Leader 6. SENCo and HT 	<ol style="list-style-type: none"> 1. On track to achieve SENCo certificate – continues to be deferred due to COVID-19. 2. Monitoring system has allowed time for staff to review their subject / knowledge and have time with each other to share updates/research. 3. Staff have received training on each area and have used this to drive standards and support each other. 	<ol style="list-style-type: none"> 1.This has started – Masters level. 2.Inset time has been given to EEF research, staff sharing practice, subject leaders sharing updates and curriculum improvements.

<p>Phonics Reading Writing – Talk4Writing PE Subject leaders Moderation and assessment</p> <ol style="list-style-type: none"> 4. Year 1 and Year 2 teachers to develop Mastery Maths. 5. To develop EYFS staff knowledge of reforms. 6. Improve Staff SEND knowledge and skills with LA. 		<ol style="list-style-type: none"> 4. High level CPD, should impact on pupil’s mathematical understanding and teacher’s knowledge. 5. EYFS leader has successfully supported staff to changes and training has been put into place during this transition. Observations display staff are confident with changes and are implementing these effectively. 6. SEND knowledge has improved with LA support on, ADHD, attachment and Social Groups. 	<p>3.All areas staff have received training in. Evident the improvements in books and classrooms.</p> <p>4.A real strength this year and data is evidence of this.</p> <p>5.Training completed by all staff and observations show it is embedding.</p> <p>6.EEF support, SENCo directed time with staff, provision mapping. LA link still needs improving.</p>
<p>Safeguarding</p> <ol style="list-style-type: none"> 1. Ensure policies and practises 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. 	<ol style="list-style-type: none"> 1. Safeguarding Team / Governors 2. HT 3. Safeguarding Team 	<ol style="list-style-type: none"> 1. Policies have kept up to date with any changes from LA or government. 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. 	<ol style="list-style-type: none"> 1.Continously. Early Helps are our main focus / neglect and recording of this. 2.This continues and will remain in place for all staff. 3.All in place and being used with families.
<p>Equal Opportunities</p> <ol style="list-style-type: none"> 1. Review objectives. 2. Learning walks completed on provision to ensure all learners are provided for. 3. Curriculum reflects diversity. 	<ol style="list-style-type: none"> 1. SLT and Governors 2. SLT and Subject Leaders 3. SLT and Subject Leaders 	<ol style="list-style-type: none"> 1. Update our equal opportunities objectives and ensure on track. 2. Learning walks, observations and pupil progress meetings to show all learners needs are being met. 3. Curriculum, environment, texts and planning shows diversity linked to local community and beyond. 	<ol style="list-style-type: none"> 1.Yearly review with staff to ensure all in place and consistent. 2.Evident very clearly in classrooms – hearing/sight/movement/SEND. 3.This continues to be developed and strengthened. Through quality texts, visitors and our Polish school.

<p>Community</p> <ol style="list-style-type: none"> 1. Develop partnership with home and school. 2. Strengthen PTFA. 3. Improve links with high schools. 4. Improve links with beyond the community. 5. Support community with COVID-19 concerns. 6. Develop sporting links. 	<ol style="list-style-type: none"> 1. SLT, Governors 2. SLT 3. HT 4. SLT 5. All staff 6. PE Leader 	<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. 2. PTFA continues to strengthen and generating income into school to support provisions in reading, sport and wellbeing. 3. Links with high schools has strengthened and subject leaders seek support to strengthen knowledge of staff and pupils. 4. Links to develop cultural diversity have supported curriculum planning and gaining experience beyond our community for pupils. 5. Community is supported with up-to-date information from LA or government. 6. Sport continues to strengthen supporting vulnerable pupils, developing talent and building links to extra-curricular clubs. 	<ol style="list-style-type: none"> 1. Families have been encouraged to become more involved in school life – Art Gallery, Fairs, CCPs, Book Looks, Home Learning and Seesaw, PTFA events. 2. In place, but not as strong as previous years. Look at this next year. 3. Rayner / All Saints – pupils have visited and attended lessons in labs. Linked to PSQM. 4. Trips and visitors continue to support this. New families are also joining or school. 5. Parent letters, HT Letters, website, Arbor, Seesaw all share information for parents. 6. A real strength of our school and in the community and beyond.
<p>Area 3 Behaviour and Attitudes</p>		<p>Behaviour and Welfare Attendance Relationships Anti-bullying</p>	
<p>Actions / Measures</p>	<p>Responsibility</p>	<p>Outcomes</p>	<p>Evaluation / Next Steps</p>
<p>Behaviour and Welfare</p> <ol style="list-style-type: none"> 1. Support pupils with specific behavioural needs through plans and reviews. 2. Develop systems and strategies to support identified pupils 	<ol style="list-style-type: none"> 1. SLT 2. SENCo, HT, Governors and Learning Mentor 	<ol style="list-style-type: none"> 1. Behaviour plans are effectively in place for pupils with specific needs and LA support for further assessment. 2. Our school values to support identified pupils, alongside PSHE curriculum, Worry 	<ol style="list-style-type: none"> 1. Behaviour of learning across school is good. Support needed with current year 3 key pupils. Pupil Support Service from LA in place with this.

<p>with social, emotional and mental health needs.</p> <p>3. Embed our PSHE / RSE policies and teaching.</p> <p>Attendance</p> <p>4. Develop the role of the attendance officer to improve overall attendance.</p> <p>5. Identify and support vulnerable families.</p> <p>6. Reward attendance and follow policies for absences to reduce persistent absence.</p>	<p>3. PSHE Leader / HT and governors</p> <p>4. Learning Mentor and HT</p> <p>5. Safeguarding Team</p> <p>6. Learning Mentor / HT</p>	<p>Wizard work, Emotionally Friendly Setting and pupil steering groups.</p> <p>3. PSHE / RSE themes are well planned and teachers have received support in delivering these. Classrooms should reflect this work.</p> <p>4. Attendance Officer is clear about daily, weekly and half termly checks. Works with HT and parents to improve outcomes.</p> <p>5. Attendance policy and processes being followed and letters / meetings or EHA in place to support anyone vulnerable.</p> <p>6. New Arbor system supports to review of PAs and to tackle swiftly. Children receive attendance certificates and rewards.</p>	<p>2.Excellent work completed this year. Staff Charter, Pupil Charter in place. Staff and pupil ambassadors in place for worries.</p> <p>3.Strengthened this year, teachers currently developing provision for this. Planning clear and consistent across school.</p> <p>4 and 5 This has been a challenge this year due to staff absence and attendance (95%) has dipped, due to family holidays. To tighten our system next year.</p> <p>6.Data is more accessible and LA Data Team also support checking this. Rewards in place – to improve this next year.</p>
<p>Relationships</p> <p>1. Develop relationships beyond our community to enable pupils to understand diversity.</p>	<p>1. SLT and governors</p>	<p>1. Curriculum planning, experiences and community links show the importance of our diverse Greater Manchester Community. Also, our new Polish Teaching links with school in Poland are effectively in place.</p>	<p>1.New Polish school links, children are talking regularly to classes in Poland. Pupils are visiting places rich in diversity – every class must visit a place of worship each year.</p>
<p>Anti-bullying</p> <p>1. Policy is reviewed in the classroom with pupils.</p> <p>2. Rights Respecting Charter in place and effectively linked to learning. To aim for Silver Mark.</p>	<p>1. HT and governors</p> <p>2. Year 5 Teacher</p> <p>3. HT and DHT</p> <p>4. HT</p>	<p>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.</p> <p>2. Class Charters remain high profile and links to this made throughout the year. School on track for Silver Mark.</p>	<p>1.Pupil Leaders review this in Autumn Term and will in 2022. Their input and ideas go with a parent consultation on this too. Anti-Bullying Mark now focus for Sept 2022. This will take 2 years.</p>

<ul style="list-style-type: none"> 3. Curriculum has opportunities to review and reflect. 4. Buddy system in place for new starters / vulnerable pupils. 		<ul style="list-style-type: none"> 3. PSHE, Circle Time all provide opportunities for pupils to speak about behaviour and highlight when it is not appropriate. 4. Support systems are in place when a pupil needs this. 	<ul style="list-style-type: none"> 2.All remain in place and evidence continues to be developed. 3.Teachers and Pupil Leaders review curriculum and input. 4. This needs developing due to split breaks, it has been difficult to manage.
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Area 4 Personal Development		Pupil Physical and Mental Wellbeing British Values Contribution to society	
Actions / Measures	Responsibility	Outcomes	Evaluation / Next Steps
Physical and Mental Wellbeing <ol style="list-style-type: none"> 1. Develop our work with Salford EP to becoming an Emotionally Friendly School. 2. Forest Schools to strengthen and support pupil's emotional needs. 3. Work towards achieving the gold award in the School Games Mark. 4. Strengthen wellbeing of pupils within our curriculum through Worry Wizard and Anna Freud work. 5. School to action Smoke Free Gates award. 6. School to aim for gold award Healthy Eating. 	<ol style="list-style-type: none"> 1. SLT 2. Forest Schools Leader 3. PE Leader 4. HT 5. HT and PSHE Leader 6. HT and PSHE Leader 	<ol style="list-style-type: none"> 1. The work we have completed on Emotionally Friendly is impacting on staff and pupil wellbeing. 2. Forest Schools continue to be integral with pupil's emotional development. 3. School have achieved their Games Mark. 4. Worry Wizard work is within assemblies and classrooms and supported by Wellbeing Champions. 5. School has achieved Smoke Free Gates award. 6. School has achieved gold award Healthy Eating. 	<ol style="list-style-type: none"> 1. EP has been doing some significant work in schools with groups / individuals. This role is vital for our school. Questionnaires from staff and pupils completed. Reviewing and action planning Sept 2022. 2. Strengthened this year from EYFS to year 6. To support more vulnerable groups next year. 3. Achieved Gold Mark. 4. Weekly timetabled and within classrooms. 5. In progress, but still promote. 6. Going for Gold with new school menu Sept 2023.
British Value <ol style="list-style-type: none"> 1. Ensure units are covered related to BV values. 2. Develop staff knowledge on using BV throughout the curriculum. 3. Staff trained in P4C in Prevent. 	<ol style="list-style-type: none"> 1. SLT and governors 2. SLT 3. SLT 	<ol style="list-style-type: none"> 1. BV is interwoven into our curriculum. 2. Staff knowledge and confidence of teaching BV has improved. 3. Staff are using Philosophy for Children approaches to challenge Radicalisation and Prevent it in upper KS2. 	<ol style="list-style-type: none"> 1. Evident in observations, texts, trips and visits. 2. Clear links in planning and interwoven throughout the curriculum. 3. KS2 focus and a real strength, to look at

			training whole school for this. Debating team would be good.
Contribution to Society 1. Develop links with clubs in the area and beyond.	1. SLT	1. School have linked with clubs to extend pupil's opportunities.	1.Pupil achievement outside of school is celebrated in sport, charity fund raising and community support.
Area 5 Early Years	Teaching and Learning Provision Outcomes		
Actions / Measures	Responsibility	Outcomes	Evaluation / Next Steps

<p>Teaching and Learning</p> <ol style="list-style-type: none"> 1. To embed our new EYFS curriculum. 2. Develop the early teaching of phonics and reading. 3. Seesaw platform ensures parents are fully immersed into the learning in EYFS. 4. Ensure indoor and outdoor learning provision is of the highest quality and reinforces themes and language. 5. EYFS staff to ensure diversity is interwoven throughout the areas of learning. <p>Assessment</p> <ol style="list-style-type: none"> 6. Start Reception Baseline. 7. Ensure phonics is tracked effectively and supports pupils in their transition to KS1 reading. 8. Reception Jigsaw Trial to be undertaken with Education Endowment and White Rose Maths. 	<ol style="list-style-type: none"> 1. EYFS Leader 2. English Leader and SLT 3. EYFS Team 4. EYFS Leader 5. SLT and EYFS Team 6. EYFS Team 7. English Leader and Assessment Leader 8. Maths Leader 	<ol style="list-style-type: none"> 1. EYFS Reforms have been completed and staff have the knowledge to deliver this. 2. Staff have improved knowledge and confidence in teaching phonics. Books reflect reading / phonics abilities. 3. Links to home ensure our curriculum is effective and supported with evidence. 4. Provision is of a high standard and supports current learning and needs. 5. Pupils experience diversity in their learning and experiences in school through texts, puppets, visitors, meeting new families/volunteers/FE students to challenge stereotypes. 6. Baseline was effectively completed. 7. Phonics teaching, planning and assessment has improved pupil outcomes. 8. Improved mathematics outcomes for Reception and beyond. 	<ol style="list-style-type: none"> 1. All completed and exemplification materials reviewed with all staff. EYFS integral to whole school curriculum. 2. This has strengthened this year and will continue to review books in Sept 2022. 3. Seesaw links valuable, workshops and newsletters. 4. Outstanding observations evident from SLT and subject leaders. 5. Building on this next year. 6. Completed alongside Jigsaw Trial. 7. Clear improvements and transition to new year groups. 8. Outstanding progress made in maths data and the environment.
<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. SENCo and Governors 2. EYFS Team 3. EYFS Team 	<ol style="list-style-type: none"> 1. Workshop areas are inclusive and adult supports ensures pupils use areas to the best of their abilities and potential. 	<ol style="list-style-type: none"> 1. Clear inclusivity in observations, planning and teaching. Vulnerable pupils targeted and support.

<ul style="list-style-type: none"> 2. Ensure workshop areas develops pupil's language and maths. 3. Impact of COVID-19 ensures PSE development is interwoven throughout learning. 		<ul style="list-style-type: none"> 2. Environment is rich in language – linked to themes and phonics. Also linked to Jigsaw Maths intervention. 3. It is evident these are a strength through observations and interactions. 	<ul style="list-style-type: none"> 2.Evident. 3.Evident and a strength.
<p>Outcomes</p> <ul style="list-style-type: none"> 1. Children receiving interventions are tracked effectively. 2. Continue to improve the number of pupils achieving Good Level of Development. 	<ul style="list-style-type: none"> 1. SLT and SENCo 2. EYFS Team, governors and SLT 	<ul 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 – no data for 2 x years to compare. 	<ul style="list-style-type: none"> See attached data. Speech and language continues to be high priority and a challenge. Wellcomm to support this, but some children too low to access. 60% GLD, writing impact on this, fine motor skills focus needed.
<p>Other</p> <ul style="list-style-type: none"> 1. To have January and Easter intake into Nursery. 	<ul style="list-style-type: none"> 1. EYFS Leader, SLT and governors 	<ul style="list-style-type: none"> 1. Numbers have increased to our nursery setting. 	<ul style="list-style-type: none"> 1.Acheived through different intakes and Sept 2022 intake.

Acronyms: EYFS – Early Year Foundation Stage

KS1 / KS2 – Key Stage One and Two

PSHE – Personal, Social and Health Education

RSE – Relationship and Sex 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.*