

**Broadbent Fold Primary School and Nursery**  
**School Improvement Plan 2022 – 2023**



## **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**

Planning and teaching during the academic year 2021 – 2022 had many challenges which included:-

- Attendance issues.
- Emotional and behavioural challenges, pupil attitude towards learning.
- Gaps in learning, issues with working memory, lack of speed and stamina.
- Writing capability in relation to fine motor skills, writing at length and spellings.

# Broadbent Fold Primary School and Nursery

## Priorities for 2022 – 2023



To accelerate the progress of pupils across subjects, with a specific focus on writing across the curriculum and SPAG.



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



To embed EYFS Framework and strengthen Prime Areas of Learning.



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

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

<b>Area 1</b> <b>Quality of Education</b>	<b>Curriculum</b> <b>Teaching and Learning</b> <b>Assessment</b> <b>Aspirations and the Future</b> <b>Outcomes</b>		
<b>Actions / Measures</b>	<b>Responsibility</b>	<b>Outcomes</b>	
<b>Curriculum</b> <ol style="list-style-type: none"> <li>1. Embed our broad and balanced curriculum with an emphasis on blocking, cross-curriculum knowledge and skill building. Specific focus on – Music, Design and Technology, Art and Design planning.</li> <li>2. Emphasis on reading, writing and mathematics throughout the curriculum and transference of skills and knowledge.</li> <li>3. Staff subject knowledge and assessment to be developed across the curriculum.</li> <li>4. Polish to be developed and scheme progressive.</li> <li>5. Subject leaders to track the progress and attainment of their subject through termly monitoring and moderation.</li> <li>6. Pupil voice to impact on teaching and learning standards.</li> <li>7. Achieve our PSQM.</li> </ol>	<ol style="list-style-type: none"> <li>1. All</li> <li>2. Subject Leaders</li> <li>3. HT/DHT</li> <li>4. MFL Leader</li> <li>5. Subject Leaders</li> <li>6. SLT</li> <li>7. Science Leader</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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. Text are engaging and high quality.</li> <li>Writing Focus – spelling focus this year needed as key element missing alongside punctuation. This needs to be evident across the pupil’s writing. Vocabulary Ninja training has ensured that language is rich in classrooms. Write Away training used more effectively 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.</li> <li>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.</li> <li>3. CPD has focused on pupils’ needs and has impacted on outcomes. National College and EEF to support CPD.</li> <li>4. Polish now in it’s second year. Subject Leader training impacting on teaching expectations and pupil outcomes. Progressive units in place.</li> </ol>	

		<p>5. Termly meetings show the increased confidence and knowledge of staff across subjects and it displays this in the environment / books. Assessments are beginning to show impact within lessons and summative.</p> <p>6. Steering groups are having an impact on school life / pupil responsibility and future improvements.</p> <p>7. School has achieved their PSQM and will continue to strengthen science.</p>
<p><b>Teaching and Learning</b></p> <ol style="list-style-type: none"> <li>1. Ensure high quality teaching and learning standards across the school.</li> <li>2. High expectations clear in monitoring.</li> <li>3. Staff CPD to provide time to research, coach and share good practice.</li> <li>4. Accelerate learning through interventions and additional adult support.</li> <li>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.</li> <li>6. Ensure vulnerable pupils are effectively planned for and provision in place.</li> <li>7. Identify ways to inspire writers.</li> <li>8. Review the impact of RE teaching.</li> </ol>	<ol style="list-style-type: none"> <li>1. SLT / Govs / SIP</li> <li>2. SLT and subject Leaders</li> <li>3. SLT</li> <li>4. SENCo / HT</li> <li>5. DHT/ Curriculum Govs</li> <li>6. All</li> <li>7. HT and English Leader</li> <li>8. HT / RE Leader</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Monitoring shows improved outcomes and consistency for all learners.</li> <li>3. CPD has had an impact on pupil outcomes and wellbeing. It reacts to needs. National College CPD to strengthen knowledge.</li> <li>4. Interventions have successfully driven learning, accelerated learning, addressed gaps quickly and targeted CCP pupil's needs. Quality First Teaching.</li> <li>5. Curriculum planning is effective and new strategies are having an impact on pupil's learning.</li> <li>6. Planning shows key children / groups have the correct provision to meet their needs.</li> <li>7. Newspaper set up / purpose identified in lessons/write to significant people.</li> <li>8. With the support of RE LA advisor – this subject area is a strength and monitoring shows progress.</li> </ol>
<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. Updates from Pupil Leaders on Marking and Feedback policy is to</li> </ol>	<ol style="list-style-type: none"> <li>1. SLT/ Pupil Leaders</li> <li>2. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> </ol>

<p>have impact on daily learning outcomes. Building Belief.</p> <ol style="list-style-type: none"> <li>2. Peer and self-assessment accelerates learning process and consolidates learning.</li> <li>3. Diagnostic assessments are used effectively.</li> <li>4. To show the impact of assessment during lesson time.</li> <li>5. Continue to review the impact of interventions and support within the classroom.</li> <li>6. Termly pupil review. Half termly writing reviews.</li> <li>7. SENCo to improve assessment provision for SEND pupils.</li> </ol>	<ol style="list-style-type: none"> <li>3. DHT</li> <li>4. DHT</li> <li>5. SLT/ Govs</li> <li>6. SLT</li> <li>7. SENCo</li> </ol>	<ol style="list-style-type: none"> <li>2. Purple pen in books show impact and developments in pupil's learning. Observations show peer impact on learning.</li> <li>3. Day to day planning has been altered and changed with effective use of diagnostic assessments.</li> <li>4. During lessons it is clear that questioning, editing, challenges and progression in skills / knowledge is highly effective. Task should reflect this in every lesson.</li> <li>5. Interventions have been successfully used to accelerate group learners within lessons. 1:1 only for specific needs e.g. BRP/Toe by Toe.</li> <li>6. Pupil progress meetings ensure children are reviewed accurately, vulnerable pupils are pinpointed and next steps are swift.</li> <li>7. BSquared introduced. SENCo 1:1 meetings support teacher's planning and assessment.</li> </ol>
<p><b>Aspirations for the Future</b></p> <ol style="list-style-type: none"> <li>1. Develop a rich / diverse curriculum to inspire children for the future in employment.</li> <li>2. Our curriculum and timetable show links to pupil's futures.</li> <li>3. Aim for Food4life Gold award and Smoke Free Gates Award.</li> <li>4. Ensure visitors and trips inspire children and provide meaning to learning.</li> <li>5. Develop links with families and jobs within families.</li> <li>6. Continue to strengthen our sporting achievements in and around our community.</li> </ol>	<ol style="list-style-type: none"> <li>1. SLT/Govs/ Parents</li> <li>2. Teachers</li> <li>3. HT / Kitchen/Midday staff</li> <li>4. SLT/Govs</li> <li>5. Parents /HT</li> <li>6. PE Leader/SLT</li> <li>7. Subject Leaders</li> </ol>	<ol style="list-style-type: none"> <li>1. Our curriculum shows rich experiences to inspire pupils, by accessing the wider community/further education.</li> <li>2. Links are clear to our curriculum and context in the curriculum has local and wider themes.</li> <li>3. School achieved gold status and Smoke Free Gates Award.</li> <li>4. Teachers have a plan of intent for the experiences and are clear of the impact of providing these.</li> <li>5. Families are part of school life and support our values and aims to inspire.</li> <li>6. Sporting achievements in school and out of school hours are strong and pupils attend a range of clubs and events.</li> <li>7. Visitors to school are from a range of backgrounds and display their own talents.</li> </ol>

7. Link with local artists, musicians and authors.		
<p><b>Outcomes</b>  <b>See EYFS section for separate outcomes.</b></p> <ol style="list-style-type: none"> <li>1. Increase number of pupils achieving phonics at the end of year 1, with a particular focus on boys.</li> <li>2. Ensure pupils are leaving KS1 with phonics standard ready for KS2.</li> <li>3. Continue to strengthen KS1 outcomes in reading and mathematics at expected and greater depth level.</li> <li>4. To improve the number of children achieving ARE in writing across school EYFS-Year 6.</li> <li>5. Strengthen KS2 outcomes, with a particular focus on children achieving ARE in all three subjects.</li> <li>6. Improve children achieving greater depth at the end of KS2.</li> <li>7. Improve the number of children achieving science outcomes across the school.</li> <li>8. Vulnerable groups:  SEND – Ensure tracking shows progress pupils have made.  Boys’ phonics achievement.  Disadvantaged pupils – Clear provision in place. See PP Plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. KS1 Phase/English Team</li> <li>2. KS1 Phase/Phonics Leader</li> <li>3. All</li> <li>4. SLT</li> <li>5. SLT KS2 Staff</li> <li>6. Teachers</li> <li>7. Science Leader</li> <li>8. SLT/Govs</li> <li>9. All</li> </ol>	<ol style="list-style-type: none"> <li>1. New phonics scheme to be embedded. Improvement on 77% (76% Nat) - target 85% end of year 1. Improvements to be evident in pupil’s reading.</li> <li>2. At least 90% of pupils leave KS1 with phonics.</li> <li>3. Aim at least 80% in reading and 80% in mathematics for the end of KS1.</li> <li>4. Writing across school shows significant improvement across year groups, evident of accelerated progress. Interventions from the start of year in place.</li> <li>5. Effective tracking in place to pinpoint children on/not on track for core subject. Aim of cohort to achieve RWM.</li> <li>6. Identification made early – NTP in place to support GD pupils.</li> <li>7. KS1 87% - above national to maintain.  KS2 improvement on 76% National 79%</li> <li>8. Gap Analysis: KS1: Number of girls and boys achieving GDS across subjects. Boys writing has narrowed the gap against girls in school and nationally. Phonics outcomes has increased and in line with girls (73% boys to 80% girls 21-22). Strengthen year 2 phonics outcomes. SEND – plans are in place and reviewed effectively (CCPS). KS2: Boys progress across subjects to be improved. Greater depth achievement girls and boys to be improved. All: SEND progress in phonics achievements. Engagement Policy in place where needed.  Disadvantaged Pupils – Ensure all pupils are in line with non-disadvantaged through provision. Low numbers in this area = low % Service pupil’s attainment and progress is evident and in line with peers.</li> <li>9. 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. Subject leaders are integral to this improvement.</li> </ol>

<p>Service Pupils making progress in line with peers. Greater depth-ensure identified early across the curriculum.</p> <p>9. <i>Ofsted Recommendation</i> - . accelerate the improved pupil progress already achieved in English and mathematics to secure effective teaching.</p>		
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<p><b>Area 2</b> <b>Leadership and Management</b></p>	<p><b>Vision and Ethos</b> <b>SLT and Governance</b> <b>Staff Wellbeing</b> <b>Staff Development</b> <b>Safeguarding</b> <b>Equal Opportunities</b> <b>Community</b></p>		
<p><b>Actions / Measures</b></p>	<p><b>Responsibility</b></p>	<p><b>Outcomes</b></p>	
<p><b>Vision and Ethos</b></p> <p>1. Build on our school vision through class assemblies, experiences and our curriculum offer.</p>	<p>1. SLT, Govs 2. SLT 3. All 4. All, Govs</p>	<p>1. Our 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 and observe. Cluster and specialist teaching has been developed.</p>	

<ol style="list-style-type: none"> <li>2. Continue to strengthen middle leadership skills and knowledge. Look at NPQ for staff.</li> <li>3. <i>Ofsted Recommendation</i> - to include more precise measures of pupil's expected achievement that will show the impact of leaders' actions.</li> <li>4. Develop our links with families and our community.</li> </ol>		<ol style="list-style-type: none"> <li>3. Data is shared effectively with all stakeholders. This informs plans for the next step in their learning journey. It is analysed and improvements are evident based on this information.</li> <li>4. School website / Seesaw / Newsletters / Book Looks / PTFA Events / Progress Evenings/ Art Galleries / SCARF / Consultations / Parent Workshops all support parents and make them feel part of our school community.</li> </ol>
<p><b>SLT and Governance</b></p> <ol style="list-style-type: none"> <li>1. Ensure the wellbeing of pupils, staff and the community is supported by governors.</li> <li>2. The Governing Body is working to improve the financial stability of our school.</li> <li>3. Governors to develop succession planning.</li> <li>4. To develop subject leader and governor links with visits to school.</li> </ol>	<ol style="list-style-type: none"> <li>1. SLT, Govs</li> <li>2. SLT, Govs</li> <li>3. Govs</li> <li>4. Govs and Subject Leaders</li> </ol>	<ol style="list-style-type: none"> <li>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. HT develops Staff Charter and work with Emotionally Friendly Setting and Educational Psychologist in place.</li> <li>2. A 5-year premises plan is in place. 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.</li> <li>3. A succession plan is in place and vacancies are addressed.</li> <li>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.</li> </ol>
<p><b>Staff Wellbeing</b></p> <ol style="list-style-type: none"> <li>1. Follow DFE Staff Wellbeing Charter.</li> <li>2. Review workload and impact of paperwork through continued review on planning and assessment systems.</li> <li>3. Events and strategies to support staff wellbeing and team building.</li> </ol>	<ol style="list-style-type: none"> <li>1. SLT</li> <li>2. SLT</li> <li>3. Wellbeing Team</li> <li>4. HT</li> <li>5. All Staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Charter is part of our commitment to wellbeing. Whole school ethos.</li> <li>2. The importance of planning and assessment has been reviewed and linked to staff outcomes / wellbeing.</li> <li>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.</li> <li>4. Continue to review our staff room and make improvements for comfort and rest. Part of 5 year premises plan.</li> <li>5. Staff feel respected to share views / vision for school and next steps in Insets / briefing.</li> </ol>

<p>4. Environment for staff is improved.</p> <p>5. Staff Voice – time to reflect.</p>		
<p><b>Staff Development</b></p> <p>1. SENCo to complete first year of Masters for SENCo certificate.</p> <p>2. Reviews 1:1 with SENCo and staff to review practice. EEF support in this area.</p> <p>3. Time given to staff to make changes to our curriculum and their subject leader development.</p> <p>4. Focus needed on: Phonics KS2 Reading books Writing – drafting, editing, spellings. Subject leaders – Middle Leaders. Moderation and assessment. Foundation Subjects teaching and planning.</p> <p>5. Strengthen our Dukinfield Cluster Work.</p>	<p>1. SENCo</p> <p>2. SENCo</p> <p>3. SLT</p> <p>4. Subject Leaders</p> <p>5. HT</p>	<p>1. On track to achieve SENCo certificate. Impact on SEND provision and support evident in school.</p> <p>2. 1:1 time termly supports and guides staff.</p> <p>3. Monitoring system has allowed time for staff to review their subject / knowledge and have time with each other to share updates/research.</p> <p>4. Staff have received training on each area and have used this to drive standards and support each other.</p> <p>5. Cluster meetings, learning walks and moderation has a positive influence on staff development, knowledge and confidence.</p>
<p><b>Safeguarding</b></p> <p>1. Ensure policies and practises are reviewed.</p> <p>2. Ensure staff training is updated using 7-minute briefings.</p> <p>3. Strengthen our offers to families e.g., Team Around Approach and Early Help.</p>	<p>1. Safeguarding Team / Governors</p> <p>2. HT</p> <p>3. Safeguarding Team</p>	<p>1. Policies have kept up to date with any changes from LA or government.</p> <p>2. Training for whole staff; weekly for updates, termly for anything new and DSLs to attend LA updates.</p> <p>3. Family support has strengthened and links with professional services in the community has supported families. SCARF project to be successful with new to EYFS parents. SLT have developed workshop times for parents over the year.</p>

<b>Equal Opportunities</b> 1. Review objectives. 2. Learning walks completed on provision to ensure all learners are provided for. 3. Curriculum reflects diversity.	1. SLT and Governors 2. SLT and Subject Leaders 3. SLT and Subject Leaders	1. Update our equal opportunities objectives and ensure on track. All staff and governors are aware of our aims. 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.
<b>Community</b> 1. Strengthen partnership with home and school. 2. Strengthen community developments. 3. Strengthen PTFA. 4. Improve links with high schools. 5. Improve links with beyond the community. 6. Strengthen sporting links.	1. SLT, Governors 2. All 3. SLT 4. HT 5. SLT 6. All staff 7. PE Leader	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. 2. Invitations to plant/grow/cook development 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. 5. Links to develop cultural diversity have supported curriculum planning and gaining experience beyond our community for pupils. 6. Sport continues to strengthen supporting vulnerable pupils, developing talent and building links to extra-curricular clubs.
<b>Area 3</b> <b>Behaviour and Attitudes</b>	<b>Behaviour and Welfare</b> <b>Attendance</b> <b>Relationships</b> <b>Anti-bullying</b>	
<b>Actions / Measures</b>	<b>Responsibility</b>	<b>Outcomes</b>
<b>Behaviour and Welfare</b> 1. Update Behaviour Policy with Pupil Leaders. 2. Support pupils with specific behavioural needs through plans	1. HT and Pupil Leaders. 2. SLT 3. SENCo, HT, Governors and	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.

<p>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.</p> <ol style="list-style-type: none"> <li>3. Develop systems and strategies to support identified pupils with social, emotional and mental health needs.</li> <li>4. Pupil support services in place for key pupils.</li> <li>5. Introduce NHS wellbeing Leader placed at school 1 x day each week.</li> </ol> <p><b>Attendance</b></p> <ol style="list-style-type: none"> <li>6. Develop the role of the attendance officer to improve overall attendance.</li> <li>7. Tighten policy and approaches when pupil's attendance is lowering or they are at risk of PA.</li> <li>8. Identify and support vulnerable families.</li> <li>9. Reward attendance and follow policies for absences to reduce persistent absence.</li> </ol>	<p>Learning Mentor</p> <ol style="list-style-type: none"> <li>4. SENCo, SLT, Teaching staff.</li> <li>5. HT</li> <li>6. Learning Mentor / HT</li> <li>7. HT / Attendance Officer</li> <li>8. Safeguarding Team – All staff</li> <li>9. SLT/Attendance Officer</li> </ol>	<ol style="list-style-type: none"> <li>3. Our school values to support identified pupils, alongside PSHE curriculum, Forest Schools, Wellbeing Walks to Gorse Hall, Worry Wizard work, Emotionally Friendly Setting, Educational Psychologist involvement, NHS Worker and pupil steering groups.</li> <li>4. SEND Team in LA have supported / assessed and given classroom guidance on key pupils and their needs. Teachers worked closely to make curriculum accessible. The Hive support in various areas – Friendship / Aggression / 1:1 support.</li> <li>5. 1:1 Or group support facilitated to support vulnerable pupils on site with emotional wellbeing.</li> <li>6. Attendance Officer is clear about daily, weekly and half termly checks. Works with HT and parents to improve outcomes.</li> <li>7. Review meeting, intervention meetings, letters are followed through and have an impact on pupil's attendance. All staff tackling this.</li> <li>8. Attendance policy and processes being followed and letters / meetings or EHA in place to support anyone vulnerable.</li> <li>9. Children receive attendance certificates and rewards 98%+.</li> </ol>
<p><b>Relationships</b></p> <ol style="list-style-type: none"> <li>1. Strengthen relationships beyond our community to enable pupils to understand diversity.</li> </ol>	<ol style="list-style-type: none"> <li>1. SLT. Middle Leaders, Governors</li> </ol>	<p>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.</p>

<p><b>Anti-bullying</b></p> <ol style="list-style-type: none"> <li>1. Policy is reviewed in the classroom with pupils.</li> <li>2. Rights Respecting Charter in place and effectively linked to learning. To aim for Silver Mark.</li> <li>3. Curriculum has opportunities to review and reflect this area consistently throughout education.</li> <li>4. Buddy system in place for new starters / vulnerable pupils.</li> </ol>	<ol style="list-style-type: none"> <li>1. HT and governors</li> <li>2. Year 5 Teacher</li> <li>3. HT and DHT</li> <li>4. HT</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Class Charters remain high profile and links to this made throughout the year. School on track for Silver Mark.</li> <li>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.</li> <li>4. Support systems are in place when a pupil needs this.</li> </ol>

<b>Area 4 Personal Development</b>		<b>Pupil Physical and Mental Wellbeing British Values Contribution to society</b>	
<b>Actions / Measures</b>	<b>Responsibility</b>	<b>Outcomes</b>	
<p><b>Physical and Mental Wellbeing</b></p> <ol style="list-style-type: none"> <li>1. Develop our work with Salford EP to becoming an Emotionally Friendly School.</li> <li>2. Forest Schools to strengthen and support pupil's emotional needs.</li> <li>3. Strengthen wellbeing of pupils within our curriculum through Worry Wizard.</li> </ol>	<ol style="list-style-type: none"> <li>1. SLT</li> <li>2. Forest Schools Leader</li> <li>3. HT and pupil champions</li> <li>4. HT and PSHE Leader</li> </ol>	<ol style="list-style-type: none"> <li>1. The work we have completed on Emotionally Friendly is impacting positively on staff and pupil wellbeing.</li> <li>2. Forest Schools continue to be integral with pupil's emotional development. To have key nurture groups improvements.</li> <li>3. Worry Wizard work is within assemblies and classrooms and supported by Wellbeing Champions.</li> <li>4. School has achieved Smoke Free Gates award.</li> <li>5. School has achieved gold award Healthy Eating.</li> </ol>	

<ul style="list-style-type: none"> <li>4. School to action Smoke Free Gates award.</li> <li>5. School to aim for gold award Healthy Eating.</li> </ul>	<ul style="list-style-type: none"> <li>5. HT and PSHE Leader</li> </ul>		
<p><b>British Value</b></p> <ul style="list-style-type: none"> <li>1. Embed BV values across the curriculum.</li> <li>2. Develop staff knowledge on using BV throughout the curriculum.</li> <li>3. Staff train peers in P4C in strategies in Prevent.</li> </ul>	<ul style="list-style-type: none"> <li>1. SLT and governors</li> <li>2. SLT</li> <li>3. SLT and key stage 2 staff</li> </ul>	<ul style="list-style-type: none"> <li>1. BV is interwoven into our curriculum. Staff have received updates and shared ideas.</li> <li>2. Staff knowledge and confidence of teaching BV has improved.</li> <li>3. Staff are using Philosophy for Children approaches to challenge Radicalisation and Prevent it in upper KS2. All staff aware of strategies are using it.</li> </ul>	
<p><b>Contribution to Society</b></p> <ul style="list-style-type: none"> <li>1. Develop links with clubs in the area and beyond.</li> <li>2. Aspiration Week.</li> </ul>	<ul style="list-style-type: none"> <li>1. SLT, Middle Leaders.</li> <li>2. SLT, Governors.</li> </ul>	<ul style="list-style-type: none"> <li>1. School have linked with clubs to extend pupil's opportunities. Linked to arts, sports and other interests for our pupils.</li> <li>2. Aspiration time allowed pupils to explore jobs in the world around them and skills they need to get these jobs.</li> </ul>	
<p><b>Area 5 Early Years</b></p>	<p><b>Teaching and Learning Provision Outcomes</b></p>		
<b>Actions / Measures</b>	<b>Responsibility</b>	<b>Outcomes</b>	

<p><b>Teaching and Learning</b></p> <ol style="list-style-type: none"> <li>1. To embed our new EYFS curriculum.</li> <li>2. Strengthen the early teaching of phonics and reading.</li> <li>3. Seesaw platform ensures parents are fully immersed into the learning in EYFS.</li> <li>4. Ensure indoor and outdoor learning provision is of the highest quality and reinforces themes and language.</li> <li>5. EYFS staff to ensure diversity is interwoven throughout the areas of learning.</li> <li>6. Reception Jigsaw work to be embedded following work with White Rose Maths.</li> </ol> <p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>7. Ensure baselines are completed and tracking completed.</li> <li>8. Ensure phonics is tracked effectively and supports pupils in their transition to KS1 reading.</li> <li>9. Look at data throughout the year to ensure it is acted upon and more pupils achieve GLD.</li> </ol>	<ol style="list-style-type: none"> <li>1. EYFS Leader</li> <li>2. English / Phonics Leader and SLT</li> <li>3. EYFS Team</li> <li>4. EYFS Leader</li> <li>5. SLT and EYFS Team</li> <li>6. EYFS Team, Maths Leader</li> <li>7. Assessment Leader</li> <li>8. Phonics Leader, Assessment Leader</li> <li>9. SLT, EYFS Team</li> </ol>	<ol style="list-style-type: none"> <li>1. Curriculum impact is evident in day to day teaching and assessments.</li> <li>2. Staff have strengthened knowledge and confidence in teaching phonics. Books reflect reading / phonics abilities.</li> <li>3. Links to home ensure our curriculum is effective and supported with evidence.</li> <li>4. Provision is of a high standard and supports current learning and needs.</li> <li>5. Pupils experience diversity in their learning and experiences in school through texts, puppets, visitors, meeting new families/volunteers/FE students to challenge stereotypes.</li> <li>6. Mathematics continues to strengthen in EYFS.</li> <li>7. Baselines support teaching and planning moving forward.</li> <li>8. Phonics teaching, planning and assessment has improved pupil outcomes.</li> <li>9. Improved outcomes for Reception and beyond.</li> </ol>
<p><b>Provision</b></p> <ol style="list-style-type: none"> <li>1. High quality early education is inclusive. Children SEND needs are identified quickly.</li> <li>2. Ensure learning areas develops:</li> </ol>	<ol style="list-style-type: none"> <li>1. SENCo and Governors</li> <li>2. EYFS Team, Middle Leaders.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> </ol>

<ul style="list-style-type: none"> <li>- Pupil's language</li> <li>- Fine motor skills</li> <li>- Reading</li> <li>- Phonics</li> <li>- Mathematics.</li> </ul>		<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><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Children receiving interventions are tracked effectively.</li> <li>2. Continue to improve the number of pupils achieving Good Level of Development.</li> <li>3. Improve outcomes for boys.</li> </ol>	<ol style="list-style-type: none"> <li>1. SLT and SENCo</li> <li>2. EYFS Team, governors and SLT</li> <li>3. EYFS Team</li> </ol>	<ol style="list-style-type: none"> <li>1. Interventions in class linked to speech and language, knowledge or boosters are tracked and the impact recorded on Provision Maps.</li> <li>2. GLD shows improvement on 60% and in line with national. Prime Areas have improved following a Literacy/ Physical Development focus.</li> <li>3. Boys have improved outcomes across areas – closed the gap with girls. Physical Development ,Literacy and Communication improvements.</li> </ol>
<p><b>Other</b></p> <ol style="list-style-type: none"> <li>1. To have January and Easter intake into Nursery.</li> </ol>	<ol style="list-style-type: none"> <li>1. EYFS Leader, SLT and governors</li> </ol>	<ol style="list-style-type: none"> <li>1. Numbers have increased to our nursery setting.</li> </ol>

Acronyms: EYFS – Early Year Foundation Stage

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.*