

Broadbent Fold Primary School and Nursery

School Improvement Plan 2026 – 2027



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 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 2025 – 2026 had many challenges which included:-

- Children arriving in our EYFS not school ready.
- High number of SALT support required.
- High number of SEND pupils and complex needs in each cohort.
- Attendance issues related to children with social and emotional needs and holidays in term time.
- Gaps in learning, linked to working memory.
- Writing issues linked to spellings and handwriting.
- High numbers of pupils dysregulated before coming into school in the morning.

Broadbent Fold Primary School and Nursery



Priorities for 2026 – 2027



To have high-impact EYFS provisions designed to narrow the gender attainment gap.



To strengthen pupils achieving Reading, Writing and Mathematics at both expected and greater depth levels.



To enhance and enrich our ambitious foundation subject curriculum.



To ensure high-quality, effective OAIP is in place.



To sustain high attendance and support pupil wellbeing.

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

Curriculum & Teaching		
Actions / Measures	Outcomes	Budget £
1. To develop a curriculum fit for our pupils' futures. 2. Ensure our curriculum enables pupils to strengthen their memory recall. 3. To review the planning of art and music. 4. To strengthen transference of skills and knowledge. 5. Polish teaching to be accelerated and our scheme progressive. 6. Ensure staff knowledge of greater depth writers is strengthened. 7. To ensure oracy opportunities are embedded across the curriculum. 8. Ensure quality texts strengthen writers. 9. Pupil voice to continue to have an impact on curriculum learning. 10. Sustain Mastery Maths teaching. 11. Aim for our PSQM. 12. Ensure high-quality teaching and learning standards across the school. 13. Ensure guided reading teaching is high quality and text impact writing opportunities. 14. Accelerate learning through interventions and additional adult support. 15. Curriculum planning is effective with an impact on knowledge and skills. Gives pupils time to review and learn new knowledge. (Ofsted)	1. Pupils have opportunities to master their subject. Children can cope with a changing world. Our curriculum gets pupils ready for this. Pupils are talking about careers through Career Led Learning opportunities. 2. Working memory is tackled in lessons – last year, yesterday, tomorrow, next year. Links across year groups evident. Pre-teaching support in place. 3. Work with external support and subject leaders to improve outcomes in music and art through effective planning. 4. 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). 5. Polish teacher has ensured curriculum is progressive. 6&7. Writing Focus. A spelling focus to continue across school as this remains a key element missing from writing. This needs to be evident across the pupils' writing and consistently taught. Talk is rich in the planning of writing and staff can confidently plan a unit effectively to teach writing. Pupils have the opportunity to talk in groups and in public. This increases pupil confidence and improves writing outcomes. Fine motor skills have improved, especially in boys. Inset time has allowed staff to improve pupil outcomes in writing, especially greater depth. Observations and data show pupils in core subjects are targeted for GDS – specially to ensure all three core subjects are met by the end of KS2. 8 & 13 Texts are engaging and high quality. To ensure our baseline assessments are effective and children's reading books match	National College NFER Tests and CPG Vocab Ninja BCEducation Provision Map Sats Companion SPAG.Com

16. To explore the Implementation process and impact on learners with a focus on knowledge retention and metacognition. (Ofsted). 17. To inspire children for their future in employment. 18. Ensure visitors and trips continue to provide meaning to learning and pupils' futures and aspirations. 19. Continue to strengthen our sporting achievements in and around our community. 20. Continue to provide special themed weeks linked to national and local themes. 21. Review BV values across the curriculum and ensure interwoven.	ability (Ofsted). Also, class texts develop vocabulary and ensure writing is of a high standard. 9. Steering groups are having an impact on school life/pupil responsibility and future improvements. 10. 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. 11. 3-year plan in place for renewing our Primary Science Mark. A strength of the school. 12. Standards are high across school and pupils thrive. 14. Interventions have successfully driven learning, accelerated learning, addressed gaps quickly and targeted CCP pupils' needs. Quality first and adaptive teaching. 15. Observations show children are challenged and mastery curriculum is used. Lessons enable pupils to explore topics outside of their everyday experiences. Curriculum planning is effective, and strategies are having an impact on pupils' learning and working memory. Topic books show clear progression of the subject. (Ofsted) 16. Implementation process has been explored and evidence is used from the classroom to make judgements to improve outcomes. Teachers have a plan of intent for the experiences and are clear of the impact of providing these. 17. Our curriculum shows rich experiences to inspire pupils by accessing the wider community/further education. School leading the way with Greater Manchester Schools in CRL. 18. Visitors to school are from a range of backgrounds and display their own talents and inspire future generations. 19. Sporting achievements in school and out of school hours are strong and pupils attend a range of clubs and events. Platinum Mark achieved. 20. Themed weeks inspire and drive pupil achievement.	
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	21. BV is interwoven into our curriculum. Staff have received updates and shared ideas.	
Assessment 1. Continue to improve the tracking of children achieving reading, writing and maths combined. 2. Continue to track and target greater depth pupils across the curriculum. 3. Review the impact of marking and feedback within lesson time. 4. Ensure our systems capture the strengths of every child. 5. Review the impact of teacher marking across subjects. 6. Strengthen moderation in clusters and trust opportunities. 7. Strengthen the assessment of reading from EYFS to Yr. 1. (Ofsted) 8. Peer and self-assessment accelerate the learning process and consolidates learning from year group to year group. (Ofsted) 9. Review our diagnostic assessments in foundation subjects. 10. SEND assessment is effective and impact evident.	1. R, W, M outcomes have continued to improve in each class – as this has been monitored and tracked throughout the year. 2. Observations and data show pupils in the core are targeted for GDS – specially to ensure all three core subjects are met by the end of KS2. 3. 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. 4. It is clear staff know pupils' strengths and this is celebrated and mastered. Targeted groups have been tracked/challenged highly effectively. Outcomes show this. 5. Purple pen in books shows impact and developments in pupils' learning – this is to be consistent from yr. 1 to Year 6. Observations show peer impact on learning. Editing shows an improved process. 6. Staff have opportunities across the year to quality assure their work. 7. Pupils at the end of Year 1 have improved ARE. Reading books meet pupils' needs, and they are benchmarked effectively. Assessments inform accountability measures for the school. 8. During lessons, it is clear that questioning, editing, challenges and progression in skills/knowledge are highly effective. Task should reflect this in every lesson. 9. Pupil progress meetings ensure children are reviewed accurately, vulnerable pupils are pinpointed, and next steps are swift. 10. Assessment process has strengthened for SEND pupils. Staff able to monitor effectively.	

Achievement		
Actions / Measures	Outcomes	Budget £
- Continue to strengthen the number of pupils achieving phonics at the end of Year 1, with a particular focus on SEND/boys. - Ensure pupils are leaving KS1 with phonics standard ready for KS2. - Ensure Year 1 outcomes are strengthened in English. - Continue to strengthen KS1 outcomes at expected and greater depth level across subjects. - To improve the number of children achieving ARE/GDS in writing across school EYFS-Year 6. - Strengthen KS2 outcomes, with a particular focus on children achieving ARE in all three subjects. - Continue to improve children achieving greater depth throughout the school. - Increase the number of pupils achieving SPAG outcomes throughout KS2. - Improve the number of children achieving science outcomes across the school. - Track and improve outcomes for vulnerable groups: Continue to reduce the gender gap: Boys in prime and specific areas Boys in writing, maths & SPaG end of ks2 expected level; girls strengthen greater depth maths end of ks2. SEND pupils - end of KS2 outcomes Disadvantaged pupils – with a focus on end of KS2 outcomes	- The gap has narrowed with genders and SEND/NonSEND in phonics. Continue to strengthen phonics outcomes overall. - Aim for 100% of pupils leave KS1 with phonics standard. - At least 80% of pupils are on track in reading and writing in Year 1. - Aim at least 80% in reading, writing and mathematics for the end of KS1. - Writing across school shows significant improvement across year groups, evident of accelerated progress. Interventions from the start of year in place. - Effective tracking in place to pinpoint children on/not on track for core subject. Aim of cohort to achieve RWM 70% on track across. - Identification made early; data shows gradual improvement. - Aim for 80% pupils achieving SPAG outcomes in each year group – matching up with writing. - To be in line with national expectations. - Gap Analysis: KS1: Number of girls and boys achieving GDS across subjects. Boy's writing has narrowed the gap against girls in school and nationally. SEND – plans are in place and reviewed effectively (CCPS). SEND&PP to be targeted effectively. KS2: Boy's 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.	Mathletics Letterjoin White Rose Arbor Vocab Ninja New text for reading

Service Pupils making progress in line with peers. Greater depth- ensure identified early across the curriculum. Boys' greater depth in reading/writing strengthens end of KS2.		
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Leadership and Governors		
Actions / Measures	Outcomes	Budget £
1. Develop our partnership with the Stamford Park Trust. 2. Support our new SBM. 3. Strengthen our diversity offer with lead Governor Mrs Fough. 4. New active uniform offer to strengthen and review impact. 5. The Governing Body is continuing to improve the financial stability of our school. 6. Governors to welcome new governors and strengthen the breadth of knowledge on the team. 7. Ensure everyone is involved in the transition from LA Maintained to a MAT. 8. Ensure the wellbeing of pupils, staff and the community is supported by governors. 9. Develop governor training, with a special emphasis on new training through our MAT.	1. Join the Stamford Park Trust in the next academic year and work in partnership with primary, secondary, and sixth form clusters. 2. SBM successfully starts and works closely with the Bursar and HT. 3. Diversity and inclusion are interwoven throughout the curriculum and are clear daily in our school. 4. New uniform positive impact: reduced cost to parents and increased participation in sport. 5. Meetings look at the current and future picture. Further income opportunities are found to support the school. 6. A succession plan is in place and new positions have been supported. 7. All meetings and documentation have been completed to transfer by January 2026. 8. Wellbeing is a standing item on meetings, with a link governor appointed. Pupil/staff/parent voice to be reviewed and governors' support in next steps. 9. Training is effective and new governors are supported in their role. SPT organised necessary training for governing body.	NGA Governor Hub National College

Staff Development 1. SENCo support staff with SEND pupils and EHCP pupils. 2. Time given to staff to make changes to our curriculum and their subject leader development, with a focus on PSQM, mastery, art and music. 3. Focus needed on: Reading (Ofsted) End of KS2 outcomes Writing – drafting, editing, spellings R, W, M outcomes Middle Leaders – NPQ development Moderation and assessment Assessment – marking EYFS PSE, Literacy and numeracy outcomes OAIP 4. Continue with our Cluster Work – develop with SPT. 5. Staff CPD to provide time to research, coach and share good practice.	1. Staff are supported with the teaching and resources for pupils with a CCP and EHCP. Educational Psychologist supports staff. 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. (Ofsted) 4. Cluster meetings, learning walks and moderation have a positive influence on staff development, knowledge and confidence. Subject leaders have had opportunities to share policies and practices. 5. Regular observations undertaken by subject leaders. CPD has focused on pupils’ needs and has impacted on outcomes. National College and EEF to support CPD.	EP Services
Safeguarding 1. Ensure policies and practises are reviewed and up to date with government documents. 2. Ensure new SBM up to date with SCR. 3. Ensure staff training is updated for DSLs and use 7-minute briefings for all staff. 4. Strengthen our offers to families, e.g., Team Around Approach and Early Help. 5. Anti-bullying Policy is reviewed annually in the classroom with pupils and steering groups. Review cases from the previous year, address in policy. 6. Rights Respecting Charter in place and effectively linked to learning.	1. Policies have been kept up to date with any changes from LA or government. Audit has been updated for LA. Governors have completed Safer Recruitment. 2. SBM has maintained records and HT signs off monthly on this. 2. Training for whole staff; weekly for updates, termly for anything new and DSLs to attend LA updates. Safeguarding questions with pupils’ impact evident. 3. Family support has strengthened and links with professional services in the community have supported families. 4. Policy reviewed with stakeholders and evident in school ethos. Pupil voice used. 5. Charter in place and clear daily in classroom practice. 6. Buddy systems in place and are effective.	

7. Buddy system in place for new starters / vulnerable pupils		
Equal Opportunities 1. Review objectives. 2. Update policies. 3. Learning walks completed on provision to ensure all learners are provided for. 4. Curriculum reflects diversity.	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 show diversity linked to local community and beyond.	
Community 1. Strengthen partnership with home and school. 2. Strengthen community development.	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 and businesses to drive our curriculum and support local families. SPT to support adult learning in school.	
Behaviour and Attitudes		
Actions / Measures	Outcomes	Budget £
Behaviour and Welfare 1. Continue to review our Behaviour Policy with staff and Pupil Leaders, based on emotion coaching and ZoR. 2. Behaviour walks to check on targeted pupils and behaviour management strategies. 3. Support pupils with specific behavioural needs through plans and reviews. Behaviour plans need to be reviewed consistently and show the impact of behaviour for learning. Parents need to have a clear input into this.	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 are put in place. Class Charters remain high profile and links to this made throughout the year. 2. Walks show behaviour for learning is strong and minimal low-level disruptions. Targeted effectively using behaviour system and are consistent. 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, Pol-Ed,	Behaviour Badges Pol-Ed I-Decision

4. Strengthen systems and strategies to support identified pupils with social, emotional and mental health needs.	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. External agencies used swiftly to target and reduce escalation.	
Attendance		
Actions / Measures	Outcomes	Budget £
1. Continue to reduce persistent absence. 2. Support children with anxiety and issues with attendance. 3. Strengthen work with EWO.	1. PA remains below LA and national. 2. School has supported families to improve attendance when anxiety/separation issues. 3. Regular meetings in place with EWO and parents to improve attendance and target pupils of concern.	Attendance Awards

Personal Development & Wellbeing		
Actions / Measures	Outcomes	Budget £
Physical and Mental Wellbeing 1. Continue our work with Salford EP to support the wellbeing of pupils – Emotionally Friendly Setting. Look at Emotional Coaching for EYFS and Levelling Up. 2. Strengthen wellbeing of pupils within our curriculum and what we can offer in school time.	1. The annual work we complete with EP is impacting positively on staff and pupil wellbeing. Training in place for staff as / where needed. 2. Wellbeing Leaders continue to have an impact within assemblies and classrooms. New newsletter in place.	
Staff Wellbeing 1. A continuous review of workload. 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. Emotionally Friendly Setting Action Planning. 5. School signs up to the Menopause in the workplace pledge.	1. Workload is regularly reviewed and linked to staff outcomes/wellbeing. 2. Time given in Inset time to do extra paperwork. 3. Phase meetings have allowed staff to review and reflect on practise to strengthen phase teams. 4. Emotionally Friendly planning has taken place and questionnaires; SLT have acted upon these to improve outcomes for all.	AI Teachmate Wisdom Wellbeing App

6. Wellbeing App is supportive.	5. SLT is taking the actions suggested for staff and ensuring open discussions on menopause. 6. Wellbeing apps are being used to guide and support staff / provide counselling and supervision.	
Inclusion		
Actions / Measures	Outcomes	Budget £
1. Ensure adaptive teaching is taking place. 2. Ensure vulnerable pupils are effectively planned for and provision is in place. 3. SENCo to strengthen assessment provision for SEND pupils. 4. Work with Lead SENCo of trust. 5. Develop our sensory room. 6. Look at options for a resource base. 7. Support new LAC to our school. 8. Movement breaks are part of each lesson.	1. Lessons are adaptive and provision modified to suit pupils and include all learners. 2. Targeted groups have been tracked/challenged highly effectively. Outcomes show this. Visuals, communication pre-teaching, scaffolding, technology adjustments to suit needs and ensure success. 3. Provision mapping impact and reviews are evident with teachers and support staff. External support in place. Look at moving from CCP to ISP – Individual Support Plan. 4. New Lead SENCo in trust working with staff to strengthen support, provision and attend regular observations. 5. Sensory room supporting pupils throughout school. 6. LA discussions on how to implement a local base. 7. All updates and training accessed for LAC pupils. Policy updated. 8. Movement is a compulsory element to each lesson; 30-minute breaks in place, orienteering, walks to Gorse Hall.	

Early Years		
Actions / Measures	Outcomes	Budget £
- Continue the success of early teaching of phonics and reading. - Ensure outdoor learning provision is of the highest quality and reinforces themes and language. - Strengthen indoor provision – neutral zones. - Staff-initiated conversations have an impact on pupils thinking/ outcomes. - Continue to strengthen diversity in the EYFS curriculum and daily life. - Fine motor skills to be targeted in all areas of learning. - Support pupils unable to self-regulate. - Ensure baselines are completed, and tracking is completed to support pupils. - Ensure phonics is tracked effectively and supports pupils in their transition to KS1 reading. - Look at data throughout the year to ensure it is acted upon and more pupils achieve GLD. - Children's SEND needs are identified quickly and supported. - Ensure learning areas develop: - Pupils' oracy - Fine/gross motor skills - Reading - Phonics - Mathematics - Behaviour for learning - Aspirations	- Staff have strengthened knowledge and confidence in teaching phonics. Books reflect reading/phonics abilities. Data is impacting into Year 1. - Provision is of a high standard and supports current learning and needs. - Provision targets key groups/needs. Questions posed challenge pupil thinking. - Staff questioning is effective and they know how to accelerate learning of pupils through oracy. - Pupil's experience diversity in their learning and experiences in school through texts, puppets, visitors, meeting new families/volunteers/FE students to challenge stereotypes. - Fine motor has increased and writing outcomes continue to strengthen. - Support in place to improve self-regulation and impact evident on year group outcomes. Plans in place early for pupils targeted. - Baselines support teaching and planning moving forward. - Phonics teaching, planning and assessment have improved pupil outcomes. Getting pupils KS1 ready. - Improved outcomes for Reception and beyond. - 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 a chance to observe this and support developments to target key areas.	EYFS Budget

Outcomes 1. Children receiving interventions are tracked effectively. 2. Continue to strengthen the number of pupils achieving Good Level of Development. 3. Continue to improve outcomes for boys in line with girls. 4. Improve PSE area of learning.	1. Interventions in class linked to speech and language, knowledge or boosters are tracked and the impact recorded on Provision Maps. 2. GLD continues in line with 80% and in line with national. Prime Areas have improved following a Literacy / Physical Development focus/Self-Regulation focus. 3. Boys have improved outcomes across areas – narrowed the gap with girls in GLD, Prime and specific areas. 4. PSE areas have continued to be targeted and improvement in outcomes is evident. Support in place throughout the year to enhance this area.	
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Acronyms:

EYFS – Early Years Foundation Stage

PP – Pupil Premium SPT – Stamford Park Trust

EP – Educational Psychologist

KS1 / KS2 – Key Stage One and Two Education

GLD – Good Level of Development

PSHE – Personal, Social and Health

RSHE – Relationship, Sex and Health Education

SEND – Special Education Needs and Disabilities

ARE – Age Related Expectation

CCP – Child Centred Plan

CRL – Career Led Learning

ZoR – Zones of Regulation

OAIP – Ordinarily Available Provision

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