HEAP BRIDGE

VILLAGE PRIMARY SCHOOL

School Improvement Plan
2026/27

"Working together, learning together"

Headteacher: Mr M Cockcroft

BE POSITIVE ***BE PROACTIVE*** ***BE PROUD***

Contents:

Hollingworth Learning Trust

- Trust's values & mission statement p3
- Trust Development Plan p4

Heap Bridge Village Primary School

- 3 Year strategic Plan p5
- School Outcomes and current targets p6

School Improvement Planning

- Leadership & Governance p7
- Curriculum & Achievement p8
- Priorities & Action Plan: Teaching, Learning & MetaCOGnition p10
- Teaching and Development p11
- Behaviour, Attitudes & Attendance p11
- Inclusion & Safeguarding p12
- Personal Development & Wellbeing p13
- Early Years p14

Other related documents:

- Subject Action Plans
- Professional Development Plan
- Monitoring & Evaluation Timetable

Glossary of terms:

CDP Continuing Professional Development

DHT Deputy Headteacher

EEF Education Endowment Foundation

EYs/EYFS- Early Years Foundation Stage

HLT Hollingworth Learning Trust

HT Headteacher

LGB Local governing Board

M&E Monitoring & Evaluation

MLT Middle leadership team (staff with TLRs)

PD/PDMs – Professional Development (Meetings)

PEIA Priority Economic Investment Area (Gov funding)

QTF Quality First Teaching

RtS Right to Succeed (Education Consultants)

SEMH Social, Emotional & Mental Health

SEND Special Educational Needs and Disabilities

SENDCo – SEND Co-ordinator/lead

SIP School Improvement Plan/Priorities

SLT Senior Leadership Team

HOLLINGWORTH LEARNING TRUST

Heap Bridge Village Primary School is an academy within the Hollingworth Learning Trust (HLT). This improvement plan aims to capture both the Trust and school values, organisational priorities and strategic planning over the next 12 months and beyond.

The initial pages of this document highlight the key elements from the Hollingworth Learning Trust Development Plan so staff and other stakeholders can see how our school priorities both align and build on these to develop the best possible outcomes for our pupils.

Heap Bridge Village Primary School is fully committed to the Trust's values led mission statement:

1 PEOPLE FIRST

The success and wellbeing of our children, staff and families drives everything we do.

2 ACADEMIES SECOND

The local academy is where this happens. The Headteacher is the professional responsible for leading a great team of colleagues to achieve this.

3 TRUST THIRD

Our role as a Trust is:

- To support and challenge the Headteacher, academy, leadership and staff in school improvement and in providing a high-quality inclusive education.
- To support each academy to develop a strong, unique identity serving its local community. In turn, for each academy to become part of the HLT family and bring capacity to our Trust.
- To develop the very best leaders, teachers and support staff.
- To create an outstanding infrastructure for success through high quality, rapid and responsive educational, financial, HR and IT support.

"We are here to make a positive difference to the lives of our children, providing the very best education in an environment that supports, values, and recognises our people."

Our (HLT) behaviours define who we are and how others see us. We are committed to acting in a way which is:

AMBITIOUS:	We have high expectations for all of our children and staff. They deserve the best we can do.
POSITIVE:	We believe that people and schools can improve. We always believe this.
RESILIENT:	We make long term commitments to pupils, families, communities and schools. We never give up.
REFLECTIVE:	We constantly evaluate what we do in order to improve. We are never complacent.
PRINCIPLED:	We consistently promote equity, equality and challenge injustice. We always act in the best interests of our pupils.

TRUST DEVELOPMENT PLAN

OUR VALUES

Our values as behaviours: We act as we believe

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OUR STRATEGIC DEVELOPMENT PILLARS 2024 - 2027

OUR PEOPLE

OUR STAFF

Staff wellbeing is at the heart of our Trust and must be a focus of every decision we take. We will ensure that staff receive excellent CPD and wider professional opportunity. We will work forensically to ensure high rates of staff retention and be the employer of choice.

OUR PUPILS

We will focus on supporting pupil wellbeing through intervention, provision and wider opportunities.

OUR PARENTS

We have high expectations for all our children. We will build strong partnerships with parents through timely, clear communication, and consistency of approach.

OUR PARTNERS

We will work with local and regional partners to support our children ad those across the LA.

We will work with our affiliate partners for the greater good regardless of whether they decide to join the Trust.

OUR ACADEMIES

We will work as a Trust and as individual academies to ensure that each academy:
Engage all learners in a high quality and inclusive education.

Challenge injustice and disadvantage at its core, while promoting equity and equality. This includes but is not limited to:

- provision for 'disadvantaged' pupils;
- provision for pupils with SEND;
- ensuring that the curriculum ensures equity of opportunity for learners of all abilities, attitudes and aspirations.

Continue to develop and celebrate their distinctiveness and own identity while collaborating across the Trust in order to support improvement.

OUR TRUST

To ensure that all support services effectively serve academies and staff, in supporting the learning, safety and wellbeing of children in our academies.

We will ensure that all risk is assessed, understood, communicated appropriately and managed.

We will ensure that the Trust has a strong and clear infrastructure to support sustainable growth.

OUR MEASURES OF SUCCESS

OUR PEOPLE

Retention rates are above the average for comparable organisations. The Trust has no longstanding vacancies. Staff wellbeing data is positive.

OUR PEOPLE

Pupil attendance is above the national average. Appropriate intervention and support is clearly in place, with evidence of impact, for all pupils with additional needs.

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OUR PEOPLE

Schools value the relationships and Trust we have built and choose to join our Trust.

OUR ACADEMIES

Academy data shows high quality (and improving) inclusive educational outcomes.

OUR TRUST

Our risk register is accurate, up to date, and actively informs decision making.

HEAP BRIDGE VILLAGE PRIMARY SCHOOL

3 YEAR STRATEGIC PLAN 2025-28

Our Mission & Vision Statement

"Working together, learning together"

...encompasses our commitment to developing every child through our partnerships with all stakeholders in their education.

At Heap Bridge Village Primary School, we aspire to ensure that each and every one of our pupils develops in to a **positive** and **proactive** learner who is **proud** of their achievements and well prepared for a successful life.

Delivered through an **ambitious** curriculum, we believe that learning should be enjoyable, purposeful and challenging.

We will equip pupils with the skills and dispositions they need for lifelong learning, teaching them the importance of being **resilient, reflective** and **principled**, taking ownership of their own futures and ensuring they develop the highest expectations for themselves in their pursuit of success.

We will do this within a safe and supportive environment of mutual understanding, **positive** relationships, respect and tolerance.

Regardless of any barriers to learning, we will work **positively** and **proactively** with our school community to ensure that every child in our school can be **proud** of who they are and what they achieve.

Our CORE Values

BE POSITIVE

To enable children to develop **positive** attitudes in life, developing independence and **resilience**. To respect individual differences and to be sympathetic towards others.
To create a happy, safe and nurturing environment, instilling the fundamental values of respect and tolerance.

BE PROACTIVE

To ensure children develop intellectually, morally, socially, emotionally and physically in to **principled**, well-rounded citizens and ready for the next stage of their life.
To be **ambitious**, **reflective** and feel empowered in taking ownership of their own continuous learning.

BE PROUD

To ensure everyone values their own achievements and feels a **sense of pride** in their **continuous** pursuit of excellence. To work in **partnership** with parents and other stakeholders in celebrating the strengths of the school (and school community) providing opportunities for children to fully develop their potential.

Our PEOPLE - Professional Pledges

Have the highest expectations of what our **children, staff and families** can achieve and work with them **positively** and enthusiastically in pursuit of excellence.
Continuously promote and instil a 'have a go' attitude alongside the characteristics of perseverance and resilience.

Ensure we are **proactive** in remaining up to date with the latest developments in educational practice and subject knowledge in our pursuit of high standards of academic and personal success. Pupils falling behind in core areas will receive timely and evidence-based support to enable them to reach their potential.

Celebrate individual and collective strengths – promoting the feeling of **pride** and engaging parents and carers with their child's learning.

Our SCHOOL- Priority Workflows

An ambitious pursuit of excellence
We will challenge pupils to achieve and make progress in line with that made by the top 20% of pupils nationally across English and mathematics.

Promoting the principles of respect & tolerance
We will work conscientiously with our school community to ensure a sustained focus on **positive** relationships, promoting the fundamental values of respect and tolerance across all areas of our work and practice.

Developing independence & resilience
We will build on and develop further, effective teaching strategies to promote confidence, independence and resilience as **positive** character traits to ensure pupils are equipped well to succeed in the next phase of their education.

Health & Well-being
We will maintain our commitment to instilling the life benefits of establishing a healthy lifestyle including developing a healthy diet, regular exercise and cultivating ***positive*** self-image and mental well-being.

Inclusion
We will work relentlessly with others to ensure no pupil is unnecessarily disadvantaged by any barriers to learning they may face. We will ensure pupils with SEND retain their entitlement to an appropriate curriculum offer.

Maintaining an ambitious curriculum
We will work with subject professional groups and others to develop best practice across all subjects with a clear and maintained focus on high quality teaching, learning and assessment of core knowledge and skills.

Personal Development
We will work with experts to develop our practice, ensuring our pupils are well equipped to be **positive** and **proactive** citizens, actively promoting social & emotional learning, equality and the ability to recognise risks to themselves and others. Where pupils need support, we will further develop our assessment and intervention strategies to meet their needs.

Keeping children safe
We will have an unrelenting focus on identifying and supporting pupils (and their families) who we believe to be 'vulnerable'. We will work with others to promote the highest levels of **attendance** at school, and ensure staff are well trained to support and safeguard pupils and recognise the early signs of extremism and radicalisation.

Developing our people
We will provide high quality, research-based staff training to equip staff with the knowledge and skills to identify and support those pupils most in need and provide the most appropriate curriculum to meet ALL pupils needs.

Valuing achievement
We will highlight and celebrate pupils who work ***positively and proactively*** to achieve success (both at the highest levels and within their own personal context) ensuring they are **proud** of their achievements across the curriculum.

Additional support & intervention
We will continue to refine our current menu of intervention strategies, particularly for pupils requiring social and emotional support, providing a higher level of evidence to evaluate impact and targeting our resources to ensure the highest impact and best possible value for money.

Pupil groups
We will identify groups of pupils where underperformance exists and target our resources to tackling it, ensuring that whole-school approaches are considered alongside targeted and evidence informed intervention.

Partnership working
We will continue to work with our school partners and develop our relationships with other groups (*i.e. Maths/English Hub, TSH, MATs…)* and individuals who can further impact on the quality of provision for our school community.

Celebrating Diversity
We will nurture the ability to reflect on and evaluate our personal experiences, celebrating difference both in ourselves and in others.

Our Strategic Approach

All of our work will be evidence-led and our self-evaluation will be valid, reliable and inform future planning.
We will target our time & resources where they can directly lead to improvement while ensuring best value for the money we spend.
Evaluation of our work will measure the impact across a range of pupil groups which in turn will inform further improvement planning.
Our strategic planning will focus on the needs of all **our people** within the context of their place in the wider school, our Trust, locality and global community.

Our Measures of Success

We will work within our Trust to:

Maintain a register of vulnerable pupils and use this to challenge our practice in ensuring the highest quality support and provision.
Monitor the progress of all our pupils throughout the school year and provide continuous evaluation of pupil attainment and progress across the curriculum.
Analyse the impact, cost and effectiveness of interventions/work streams ensuring well established and clear baselines by which to evaluate our work.
Evaluate the impact of teaching and learning across all cohorts, including the impact of focused teaching programmes, professional development initiatives and school-based support programmes.
Evaluate the contribution of our partnership working through its impact on the quality of school provision and staff development.

End of Key Stage 2 – Standard Attainment Tests (SATs)

Year (pupils)	Reading	Writing	Mathematics	EGPS	R/W/M
2023 (24)	92% (38%)	79% (8%)	83% (25%)	92% (33%)	75%
2024 (25)	96% (48%)	88% (16%)	96% (28%)	92% (48%)	84%
2025 (25)	72% (20%)	80% (8%)	84% (16%)	88% (16%)	56%
2026 (25)	88% (36%)	92% (24%)	92% (24%)	88% (32%)	84% (12%)
2026 (national data)	*75% (31%)*	*73% (13%)*	*75% (27%)*	*74% (30%)*	*63% (9%) – LA 57.5%*
2027 TARGETS	**78% (30%)**	**74% (12%)**	**78% (20%)**	**82% (30%)**	**74% (12%)**

% at or above expected standard (figures in brackets % pupils meeting higher standard)

Year 4 – Multiplication Check (Score out of 25)

	2022/23	2023/24	2024/25	2025/26	TARGET 2026/27
Ave Score	21.5 (20.2)	23.5 (20.6)	23.5 (21)	22.4	**23**
20+	80% (63%)	96% (66%)	96% (69%)	91.3	**92%**
25	52% (29%)	64% (34%)	60% (37%)	60.9	**60%**

(figures in brackets % pupils meeting each standard national)

Key Stage 1 – Phonics Screen Check (% Passing Check)

	2022/23	2023/24	2024/25	2025/26	TARGET 2026/27
Year 1 - PSC	87.5% (79%)	88% (80%)	88% (80%)	86.4% (83.9% or 81.8?)	TBC
Year 1 – PSC Ave score				*38.2 (34.7)*	*TBC*
Year 2 *inc. re-test*	- % (89%)	- % (89%)	96% (89%)	96%	TBC

(% in brackets represent national mean)

Early Years – Good Level of Development

	2022/23	2023/24	2024/25	2025/26	TARGET 2026/27
% GLD	68% (79%)	72% (80%)	72% (68.3%)	68% (72.3)	TBC *(NAT:75/LA:71.2)*

(% in brackets represent national data)

Attendance

2018/19	2022/23	2023/24	2024/25	2025/26	TARGET 2026/27
96.9%	94.6% (94.1%)	94.4% (94.5%)	95.0 (95.8%)	FFT - 94.67% (94.65%)	**96%**

(% in brackets represent national mean)

School Improvement Planning 2026-27

PRIORITY AREAS: (CURRENT ANALYSIS / KEY AFD)	**EVIDENCE**	**PUPIL / INTENDED OUTCOMES**
Leadership & Governance– Senior leadership experience and expertise across the school is secure and has more than stepped up to the challenge of the recent 0.2 secondment of the HT to the role of Primary Development Lead for HLT. The Headteacher continues to work extensively with local and regional partners to ensure Heap Bridge is exposed to a wide range of practice, initiatives and ideas to further develop practice across the school. Middle leadership roles continue to be developed across the school with a significant number of teaching staff demonstrating strong leadership behaviours through their various roles. The LGB continues to grow in experience and with support from the Trust and Trust board, provides a secure level of support and challenge for school leaders. *Key AFD: Update school self-evaluation materials to reflect new Ofsted framework with further focus on developing 'link governor' expertise.* *Further develop leadership experience across the school through the use of the NPQH and NPQEY.* *Refine current strengths in school practice so that key leaders can support other schools joining the Trust.*	LGB self-evaluation Self-evaluation doc	Further secure strong leadership capacity across all areas of school provision, inc. LGB.
Curriculum & Achievement – pupils continue to achieve well by the end of KS2 and in three of the last four years have achieved well in line with the top 20% of all pupil nationally by the end of KS2. This includes disadvantaged pupils and pupils with identified SEND. Curriculum leaders have established a successful 'maturity audit' approach to support curriculum developments and the school is well prepared to respond to upcoming and anticipated changes following the recent DfE curriculum review. Senior leaders recently developed a 'EYFS Audit' tool to replicate the success of partnership working within the 'Inclusion Audit' process and this will be rolled out across partner groups of schools in 2026-27. Leaders have maintained a clear focus on ensuring assessment arrangements support identifying gaps in pupils knowledge and skills across reading, writing and mathematics though scrutiny of children's work highlights there is further work school can do to support the accuracy and application of foundational knowledge and skills within pupils day to day work. *Key AFD: Complete new EYFS audit tool and engage in peer review cycle to further enhance EYFS provision and strong foundations agenda.* *Refocus teaching on application of foundational skills across all pupil groups and subject areas.*	External/internal data Subject leader audits and action planning	Ensure curriculum meets the needs of all pupils including those pupils with SEND.
Teaching and Development – the impact of teaching across the school is clearly evident in the consistently secure outcomes of pupils across key areas of the school. This is a result of the strong investment in staff development, well-being and wider 'Our People' ethos that permeates through both the strong school and wider Trust culture of working with staff and our wider communities. *Key AFD: Continued focus on application of recommendations through the 'Writing Framework', strong foundations agenda and developing adaptive practice / use of assistive technologies.*	M&E activity feedback reports	All teachers and staff are well trained to deliver the highest possible pupil outcomes.
Behaviour, Attitudes & Attendance – Behaviour across the school remains strong and staff work proactively to build, maintain and repair strong relationships with pupils when incidents arise. Pupils are encouraged to develop independence in their self-regulation of emotions and in their own conduct across school within a well thought out whole school behaviour policy and intervention programme. Staff are increasing using AI tools to analyse behaviour data to strengthen further this practice. Attendance improved considerably last year with the school maintaining a position in the top 35% of schools at May (2026) half term when our pastoral lead resigned. Across Spring the school achieved a FFT Attendance award for being in the top 25% of all schools nationally. Summer term 2 saw a significant drop in attendance leaving the school broadly in line with the national average for the second year and a notable increase in persistent absences (also across the summer term). *Key AFD: Continued induction and development of new pastoral lead role to focus on targeted attendance interventions/support for vulnerable (previously PA) pupils.*	Attendance data Behaviour data & pupil survey analysis	Attendance data is within the top 30% of schools nationally.

Inclusion & Safeguarding – Inclusive practice, relationships and the understanding of need for our vulnerable pupils and those with SEND is very strong and the school retains a clear focus on both safeguarding pupils and developing consistent QFT entitlement across the curriculum and across all classes. Over the past 24 months, the school has refined a Safeguarding Audit process that supports the school's statutory reporting duties to the RBSCP and provided a high level of reassurance and reporting to the LGB. This has now been adopted by the Trust across other Trust schools and is used as part of the HLT termly QA process between the HLT Safeguarding advisor and the DSL/DDSL. *Key AFD: Continue to develop and extend safeguarding audit work to QA school/trust procedures and practice. Build on recent improvements across inclusive practice to further consolidate QFT strategies.* *Continue to refine safeguarding audit tool including developing reporting arrangements to support KCSiE 2026 requirements around internet filtering and digital standards.*	Inclusion audit and pupil tracker/data	Our most vulnerable pupils attend and achieve well from their starting points. Safeguarding arrangements are robust and ensure pupils are kept safe.
Personal development & wellbeing– Pupils receive a high level of pastoral support and the school prides itself on both the early identification of pupil need and a proactive, wrap around support enhanced by the advantages of our small school nurturing environment. The school has longstanding enrichment programmes such as our comprehensive pupil leadership programme which promotes pupils civic engagement through our school council and enhances our sports and arts activities through adult and pupil leader led activities at lunchtimes. Our sports coach led after school activities enhance our sports offer and school leaders track pupil engagement and participation across key workflows. A member of staff as TLR to oversee our R.E, RSHE, P.E and Careers curriculum programmes which helps to ensure a greater degree of coherence across the provision we provide. Our dedicated pastoral lead also ensures a high level of support for pupils and families experiences challenges affecting pupil well-being. *Key AFD: To review the school's current curriculum enrichment provision against the Enrichment Framework and develop provision as required.* *To consider the higher level of need for pupils both joining the school in Sept 26 and leaving in July 27 and further develop transition arrangements to ensure pupils best chances for success.* *To introduce 'Skill Builder' approach to developing key skills for pupils' future success and develop plan for implementation and integration across key areas of the school's PD&W work i.e. pupil leadership programme.*	CPOMs & pupil records, parental surveys 2026 and curriculum overviews. Club attendance records Pupil leadership programme	Pupils feel engaged with school life, enjoy a sense of belonging and feel well prepared for the next stage of their education. The school enrichment offer meets the expected outcomes of the DfE framework and contributes to positive pupil outcomes.
Early Years– School leaders prioritise Early Years in recognition of the importance that our pupils receive the strongest start to their educational journey with us at Heap Bridge. Pupils are well supported through well established transition arrangements, the benefits of attending a small school where they are quickly known across the staff and pupil cohorts and our established pupil mentoring programme with pupils in Year 5. Leaders respond quickly to shifts in statutory requirements and work collaborative across local school networks to continuously develop provision. This will be enhanced further next year with a collaborative peer review focus through an EYFS Audit programme developed by our Headteacher. Staff are well trained and use this expertise to maximise the opportunities available to our pupils. Alongside our experienced EYFS practitioner currently teaching in Year 1, we are able to offer a strong transition from EYs to KS1 ensuring all pupils are well prepared for continued success through school. Pupils achieve a 'good level of development' (GLD) broadly in line with national despite their low starting points. *Key AFD: Review EYFS practice against HLT EYFS Audit tool and work collaborative within the Arch Collaborative and HLT affiliate programme to showcase current strengths and develop provision in line with best practice observed across partnership schools.* *EYFS teacher to complete NPQEY and identify key training of other EYFS staff to enhance provision for targeted support.* *See also focus on transition in PD&W*	EYFS assessment data, parent surveys, curriculum records and observation of practice.	Children make a strong start to their first year at school and are well prepared for transition in to KS1. The school can identify areas of strength in practice which it has shared with other schools and can show how it has benefitted from observing provision in other schools.



Leadership & Governance

INTERVENTION DESCRIPTION *(what are the active ingredients?)*	INTERVENTION ACTIVITIES & PROFESSIONAL DEVELOPMENT (INC. DATES)	RESOURCES INC. STAFF & COSTS	SUCCESS CRITERIA & MONITORING ARRANGEMENTS (INC. DATES)	COMPLETED / RAG PROGRESS REVIEW
Further develop the roles of individual governors within the LGB to build on current expertise and support their role of 'critical friend'.	1. Identify link governor roles to key areas of the school improvement plan and governance R&Rs. 2. Set up folders within the 'shared' governor's area to store key information relating to each area to support knowledge base. 3. Establish link governor meets with key staff to strengthen shared understanding of school working.	N/A	1. Link govs identified following autumn term LGB meet. 2. Key documents shared within Link governor folders. 3. Link governor activities written in to school M&E timetable + governor timetable (shared with LGB) 4. Link governors report back to LGB through sub-committees and full LGB meetings.	Oct (LGB minutes) Oct Nov Spring Summer
Further develop experience of DHT role to mitigate time commitment of HT within Trust workflows.	1. DHT to embark upon NPQH. 2. To embed role as strategic lead for teaching & learning and staff development across the school with a further focus on use of whole school data analysis tools. 3. Evaluate quality and impact of whole school intervention strategies with increasing use of AI tools. 4. To further develop M&E timetable, including link governor activities.	*Temp additional salary point* £2000	1. Demonstrate progress within NPQH programme. 2. Develop M&E timetable ensuring planned activities are completed. 3. Maintain clear records of M&E/CPD activities. 5. Report on and demonstrate impact of M&E/CPD activities through termly reporting to LGB.	Sept Half termly Oct/Feb/May
Review leadership R&Rs across the school through a revised middle leadership team (MLT) structure for TRL roles (x3) & use of NPQs	1. Languages – focus on leadership of English with a further focus on oracy and writing + lead of humanities TEAM 2. Pupil health & well-being – focus on establishing clear overview of provision across all related areas of the curriculum and extended pupil opportunities/enrichment. 3. Mathematics – leadership of subject area across HLT 4. EYFS – Reception teacher to start NPQEY	£3600 + on costs	1. TLR appointments are based on clearly defined job descriptions. 2. Appointed staff give regular reports of impact of role to LGB (through termly meetings). 3. SLT recognise additional leadership capacity gained through roles and review annually. 4. GD to demonstrate progress towards NPQEY	Sept Termly Termly report Sum 27
Align whole-school self-evaluation frameworks (SEF) with Ofsted's 11-area report card structure and 5-point evaluation scale.	1. Train governing boards to interrogate school performance data, focusing on progress context, attendance, and inclusion metrics alongside raw Key Stage 2 outcomes. 2. Streamline reporting processes between senior leaders and governors to minimize administrative duplication and rely on operational data already collected.	MC £500 (SEFI) KC	1. LGB, particularly key/link governors are confident in communicating self-evaluation of the school effectiveness across all areas of the inspection framework.	Autumn term Termly
Re-evaluate Pupil Premium Strategy (PPS) and draft first version of the Mainstream Inclusion Strategy (MIS).	1. Review 3-year PPG Strategy in line with latest research and evidence-based practice/interventions. 2. Draft first MIS in line with DfE guidelines, latest research and evidence-based practice/interventions.	PPS – MC MIS - KC	1. PPG strategy drafted and ratified by LGB in autumn meet. 2. MIS drafted and ratified by LGB in autumn meet. 3. Both documents published on school website. 4. SLT review impact of both documents and present to LGB	Oct Oct Nov July 27
Formally evaluate leader and staff well-being and action areas identifies for further focus.	1. SLT to review end of summer term staff well-being data and provide analysis report for staff/LGB. 2. SLT to action areas highlighted for further focus and report on actions/progress to LGB in Spr/Sum meets. 3. Annual well-being survey to be re-issued in summer term.	KC KC HLT *(top slice)*	1. School successfully demonstrates and evidences its commitment to staff well-being and reflects Trust wide ethos of system wide investment in 'Our People'. 2. Staff retention and commitment to success of school remains high. 3. Pupil survey outcomes also reflect positive ethos.	Oct Spr / Sum Sum
	TOTAL FUNDING COSTS:	**£6100**		

Curriculum & Achievement *(see curriculum team action plans for more detailed overview of all curriculum priorities)*

INTERVENTION DESCRIPTION *(what are the active ingredients?)*	**INTERVENTION ACTIVITIES & PROFESSIONAL DEVELOPMENT** (INC. DATES)	**RESOURCES** INC. STAFF & COSTS	**SUCCESS CRITERIA & MONITORING ARRANGEMENTS** (INC. DATES)	**COMPLETED / RAG PROGRESS REVIEW**
To improve handwriting and transcription outcomes across the school through the implementation of a consistent, progressive approach to handwriting instruction, ensuring more pupils in EYFS/Y1 secure accurate letter formation and increasing the proportion of pupils writing fluently using a joined cursive style by the end of Key Stage 2.	1. Introduce and implement Little Wandle H/W in Rec/KS1. 2. Introduce and implement Smooth Start H/W in KS2. 3. Provide whole-staff CPD to ensure consistency in handwriting instruction and expectations. 4. Embed daily handwriting practice across all year groups. 5. Ensure consistent use of whole-school handwriting language and routines: *Nip it, Grip it, Flip it &* Position, Posture, Pencil Grip and Presentation. 6. Strengthen fine motor development opportunities within EYFS to support handwriting readiness. 7. Regularly assess letter formation in Reception and provide targeted intervention for pupils at risk of falling behind. 8. Monitor handwriting progression through learning walks, book scrutinies, pupil voice and moderation activities. 9. Provide targeted support for pupils requiring intervention to improve fine motor skills, letter formation, joins or handwriting fluency. 10. Celebrate high standards of handwriting and presentation through displays, rewards and published work.	KC / All staff £1800 SLT GD KC SLT EY/KS1 KS2	1. Little Wandle Handwriting is successfully implemented across Reception/KS1, ensuring consistent teaching of letter formation and handwriting foundations. 2. Smooth Start Handwriting is embedded across Key Stage 2, supporting fluent, legible and joined handwriting. 3. An increased percentage of Reception pupils demonstrate secure letter formation by the end of EYFS. 4. All staff consistently use and reinforce agreed handwriting mantras, including "Nip it, Grip it, Flip it" and the "4 Ps for Writing" from the school's writing framework. 5. Pupils demonstrate correct pencil grip, posture and paper positioning during writing activities. 6. Handwriting is taught explicitly and regularly across all year groups. 7. The quality of presentation and transcription improves across all curriculum subjects. 8. The proportion of pupils using a fluent, legible and joined cursive handwriting style increases throughout KS2. 9. Pupils demonstrate increased fluency, stamina and automaticity in transcription, enabling greater focus on composition. Adult modelling of writing is accurate & in line with h/w schemes.	Sept 26 Aut 1 Sum 27 Aut 26 Aut + termly review Spr – impact Sum 27
To establish a consistently high-quality approach to teaching writing, securing strong foundations in handwriting and spelling so that all pupils progress from their starting points and write with increasing confidence and independence.	1. Deliver whole-school CPD on the recommendations within the DfE Writing Framework and Strong Foundations agenda, ensuring clear progression from transcription to composition. 2. Develop and implement a whole-school writing framework which clearly identifies expectations for handwriting, spelling, sentence construction, editing and independent writing across all year groups. 3. Establish consistent classroom writing routines and mantras, including explicit teacher modelling, shared writing, guided writing and opportunities for independent application. 4. Provide staff development on effective teaching of spelling, including spelling patterns, morphology, etymology and strategies to support retention and application (Ready Steady Spell to support KS2). 5. Ensure spelling and handwriting are taught explicitly and revisited regularly through retrieval and deliberate practice.	All staff English Leads & SLT Teaching staff	1. A clear and consistent approach to writing is evident across all classes and year groups. 2. Staff demonstrate secure knowledge of the school's writing framework and implement agreed approaches consistently. 3. Handwriting and spelling expectations are consistently evident in pupils' work across the curriculum. 4. Pupils demonstrate improved transcription skills, allowing greater focus on composition and authorial choices. 5. Writing outcomes improve across all year groups, with pupils making at least expected progress from their starting points. 6. Disadvantaged pupils and pupils with SEND make strong progress in writing from their individual starting points. 7. Increased proportions of pupils achieve age-related expectations and greater depth in writing. 8. Book scrutiny demonstrates improved sentence accuracy, quality of vocabulary, stamina and independence in writing.	Aut 26 Aut 26 Termly Termly Termly Termly Termly Termly

	6. Strengthen links between reading and writing by exposing pupils to high-quality texts, vocabulary-rich environments and explicit vocabulary instruction. 7. Develop staff understanding of adaptive teaching strategies and assistive technologies to support pupils with SEND and pupils working below age-related expectations. 8. Engage with RtS, English Hub and Trust opportunities to share, evaluate and develop effective writing practice. 9. Undertake regular moderation activities within school and across Trust schools to ensure accuracy and consistency of writing assessment. 10. Monitor implementation through lesson visits, work scrutiny, pupil voice, planning reviews and assessment analysis.	Teaching staff KC English Leads SLT & SLs	9. Pupil voice indicates that pupils understand writing expectations and write with increasing confidence and independence. 10. Termly writing moderation; half-termly work scrutiny; writing learning walks; pupil voice; assessment analysis; reporting to SLT and LGB through termly monitoring cycle.	Sum 27 Termly
Mathematics: To re-engage with NW Maths Hub 1 to review and develop QFT in mathematics. To strengthen pupils' number sense and mathematical fluency in EYFS, KS1 and LKS2 through the consistent implementation of the Mastering Number programme, enabling all pupils to develop secure foundations for future mathematical learning.	1. Re-engage with the NM1 Maths Hub - Primary TfM Continuing Programme. TRG to focus on deepening understanding of pupil thinking, pedagogy and implementation, considering how mastery approaches can be further strengthened. 2. Introduction of Mastering Number KS2 through the Maths Hub – initial focus in Year 3. 3. Maths lead to attend conference: 'Effective Assessment Strategies to Support Closing Attainment Gap'. 4. To develop a consistent whole-school approach to mathematical language, ensuring that all staff explicitly model and use accurate mathematical vocabulary and that pupils confidently use precise mathematical terminology when explaining, reasoning, justifying and discussing their mathematical thinking. 5. Maths lead to work with maths leads across HLT affiliate schools to develop coherent sense of shared practice, opportunities for collaboration, shared learning & alignment of best practice.	KC & AB GS KC KC	1. Established HLT network of maths leaders, identify common priorities and strategies to meet shared aims. 2. Increase % of pupils achieving GD across year groups. 3. Pupils will become more confident and accurate mathematical communicators, enabling them to deepen their conceptual understanding, articulate their reasoning effectively, and achieve stronger outcomes in mathematics. 4. Evidence from lesson observations, pupil voice and work scrutiny demonstrate improved quality of mathematical explanations and reasoning. 5. Maths lead has a strong sense of school practice against other partner schools and has identified areas in which Heap Bridge can support alongside areas where we can draw upon the strong practice of others.	Aut 26 Sum 27 Spr 27 Termly Aut 26
	TOTAL FUNDING COSTS:	**£0**		

HEAP BRIDGE VILLAGE PRIMARY SCHOOL

PRIORITIES & ACTION PLAN: TEACHING, LEARNING & METACOGNITION 2025-28

REGULAR REVIEW OF LEARNING / ASSESSMENT:

PoI 1. Daily practice
PoI 10. Weekly and monthly review

- Ongoing, daily, weekly, monthly & termly assessment data is analysed and used to inform teaching and learning priorities.
- Starting points, *i.e. activating prior knowledge, pre assessment, big picture concept maps, mind maps, knowledge (KWHL) grids* are used to assess pupils' current understanding, **engage/activate** prior knowledge and to inform the focus for future lessons in key subjects. **We will continue to develop this further across all curriculum areas.**
- Ongoing formative assessment i.e. pre/post assessment (cold/hot tasks), marking of work, questioning, mini tests, quizzing peer/self-assessment… strategies are used to ensure individual lessons are focused on moving pupils on and consolidating their understanding.

INCLUSION: SUPPORT & CHALLENGE:

- Prior attainment of pupils, focus groups *i.e. disadvantage, SEND* is used by all teachers to inform planning, **adaptive teaching strategies** and scaffolding of learning.
- Teachers plan effectively, making best use of additional adult support to both support and challenge pupils across all ability groups.
- **Ensure sound development of high expectations, positivity (resilience), pro-activeness (have a go) and pride (in own work) in pupils' approach to learning** *(Teaching Backwards- Chapter 1)*
- **Understand implications of research into 'cognitive overload theory'.**
- **Develop teacher expertise in the use of adaptive teaching strategies and application of EEFs 'Five a Day' approach.**

SEQUENCING CONCEPTS & MODELLED PRACTICE:

PoI 2. Present new material using small steps
PoI 4. Provide models
PoI 8. Provide scaffolds for difficult tasks

- Teachers **plan with a clear view** of what knowledge and skills pupils need to be able to demonstrate at the end of each unit and over time.
- **Subject leaders** consider models and support resources for learning across the curriculum
- **Success criteria**, delivered through metaphors for learning, WAGOLLs and writing frames is well established across the school.

Develop staff expertise in use of EEFs scaffolding framework aimed at promoting pupil independence.
Develop teacher practice in modelling own thinking to help pupils develop their metacognitive and thinking skills.



STRONG FOUNDATIONS:

- Promote oracy skills, building on Communication and language approaches in EYs – *through a developmental framework (Voice 21)…*
- All curriculum units of work seek to strengthen and practice literacy (KS1 & KS2) and mathematical (KS1 & KS2) skills where appropriate and with a focus on securing strong foundational skills across the curriculum.
  Ensure practice reflects recommendations set out within DfE Reading and Writing Frameworks.
- **Develop further the use of reading within topics for learning, retrieval, revision and to encourage a greater depth of learning across topic areas.**
- **Review the use of the 'Write Stuff' as a curriculum driver for writing. Consider latest research, use of metacognition strategies developed through RtS/PEIA initiative & planned interventions.**

METACOGNITION & SELF REGULATED ACTIVITY:

- Develop teacher expertise and understanding in **promoting pupils' metacognitive knowledge.**
- Develop whole school approach to provide a framework in supporting staff to **explicitly teach** metacognitive strategies across the curriculum.
- Develop **metacognitive talk** in the classroom the focus on Oracy Framework (Voice 21)
- Develop use of tools such as 'traces and observation to assess pupils' use of self-regulated learning skills.
- **Develop visual prompts within classrooms to support the teaching of metacognition within different parts of lessons** *i.e. planning, monitoring, evaluation…*
- **Re-introduce progression in Kagan structures taught across the school.**

TEACHER FEEDBACK:

- Review current Feedback policy in light of current research *e.g. task, subject/process, self-regulation & self, with focus on strong foundations.*
- Draft policy covering expectations for both oral and written feedback.
- **Develop teacher expertise and understanding around the impact of effective feedback strategies and how to embed feedback strategies in to daily practice.**
- Pupils are given time & opportunities to respond, check and 'up-level' their work following focused feedback/instructional teaching.
- **Develop further opportunities for pupils to edit/improve, levelling up** *i.e. edit flaps, edit stations, scaffolding grids…*
- **Investigate how technology can support in delivering effective feedback i.e. emerging AI tools.**

QUESTIONING:

PoI 3. Ask questions
PoI 6. Check for pupil understanding

- Questioning is used to stretch pupils across all ability groups and gain high quality feedback/assessment information i.e. identify misconceptions.
- Focused use of process questions – asking how pupils work things out…
- Thinking time is given to pupils when considering 'big questions/open questions.
- **Develop current research findings to develop the use of mini quizzes and linked technology throughout units of work to support learning within topics.**
- **Further develop the skills involved in peer questioning, using tools such as Kagan / Oracy** *(Voice 21)* **structures to structure the learning process.**

GUIDING PRACTICE (ENGAGEMENT & INDEPENDENCE):

PoI 5. Guide pupil practice
PoI 7. Obtain high success rate
PoI 9. Independent practice

- Review current guided practice strategies to ensure support is gradually withdrawn, eventually leading to independent practice
- Staff set high expectations of pupils learning, promoting resilience & monitoring early attempts for errors/mis-conceptions - *give quality feedback*
- Purposeful practice *(optimum 80% success rate)* and independence within learning.
- Make time to practice/consolidate (enjoy success) what has been taught.

- **See actions for Metacognition & regulated activity section…**

Teaching and Development

INTERVENTION DESCRIPTION *(what are the active ingredients?)*	INTERVENTION ACTIVITIES & PROFESSIONAL DEVELOPMENT (INC. DATES)	RESOURCES INC. STAFF & COSTS	SUCCESS CRITERIA & MONITORING ARRANGEMENTS (INC. DATES)	COMPLETED / RAG PROGRESS REVIEW
Develop Heap Bridge T&L training library of resources to support updated 'Teaching, learning and metacognition' priorities and action plan.	1. Update 'Teaching, learning and metacognition' priorities and action plan for next 3 year focus (2025-28). 2. Plan foci for staff development across each term within the 'Professional Development Planner 2026/27. 3. Develop individual PD packs to support staff development in each area (based on current research). 4. Link to M&E timetable to ensure monitoring and evaluation of impact.	SLT Staff PDMs SLT	1. Clear timetable and resources for developing teaching and learning pedagogy at Heap Bridge demonstrate a clear whole school approach conducive to consistency in practice across the school. 2. Staff have access to PD resources, links to further research and a clear understanding of school expectations, provision and practice across the school. 3. Feedback of practice demonstrates consistency within whole school practice.	Update termly Weekly Oct/Feb/May
Subject leader visits to other schools –	1. Develop a programme to give staff opportunities to visit other schools to view/review specific provision, i.e. SEND lead, English, EYFS… 2. Develop triad links within Arch / HLT affiliate programme to support wider staff development in leadership areas.	Cost of release £2000	1. Subject leaders' report positive impact on their own professional practice and development. Can point to impact in practice through revised action planning. 2. Review of cycle for following year targets different staff to cycle 1.	Termly
	TOTAL FUNDING COSTS:	**£2000**		

Behaviour, Attitudes & Attendance

INTERVENTION DESCRIPTION *(what are the active ingredients?)*	INTERVENTION ACTIVITIES & PROFESSIONAL DEVELOPMENT (INC. DATES)	RESOURCES INC. STAFF & COSTS	SUCCESS CRITERIA & MONITORING ARRANGEMENTS (INC. DATES)	COMPLETED / RAG PROGRESS REVIEW
Further develop pupils' independence in managing strong behaviour routines for transition throughout the school day.	1. Diner hall/movement on corridors, transitions *(i.e. break times/lunch times).* 2. SENDCO to review supervision arrangements for younger pupils with SEND at busy times of the school day.	EEF – Improving behaviour in schools £500 KC to lead ALL STAFF	1. Behaviour of the pupils across the school remains strong with more pupils demonstrating a positive, proactive independence in their self-regulation and management of self across the school day. 2. Staff, particularly at lunchtime, report improved pupil self-management and improved behaviour outcomes at less structured times of the school day.	Bi weekly review Bi weekly review
Build on the improvements made in attendance during 2024-26 to further promote stronger attendance in line with top 30% of schools nationally.	1. Implement attendance monitoring module within Arbor MIS. 2. Review positive communication strategy (following change in pastoral lead) ensuring that attendance becomes a higher priority for all our people *(pupils, staff and families).* 3. Review personal action planning for pupils at or at risk of PA 4. Create positive mindset with pupils to promote personal investment in improved attendance outcomes.	See Attendance Implementation Plan Arbor pk £200 £1000	Pupils achieve attendance in line with top 30% of schools nationally *(an improvement on being in the bottom 30% in 2023-24)* Pupils across all groups enjoy stronger attendance when compared to national averages.	Sept September Aut / Spr / Sum
	TOTAL FUNDING COSTS:	**£1700**		

Inclusion & Safeguarding

INTERVENTION DESCRIPTION *(what are the active ingredients?)*	INTERVENTION ACTIVITIES & PROFESSIONAL DEVELOPMENT (INC. DATES)	RESOURCES INC. STAFF & COSTS	SUCCESS CRITERIA & MONITORING ARRANGEMENTS (INC. DATES)	COMPLETED / RAG PROGRESS REVIEW
To refine start and exit data and assessment arrangements for SEMH interventions across the school.	1. Review current provision of SEMH interventions and available data to support impact. 2. SENCO to visit other schools to evaluation SEMH provision and impact data – develop HB practice in line with best practice. 3. Create clear overview of interventions, start/exit data and monitoring proformas to support practice of school staff. 4. Review above actions and plan for further development next year.	EEF SEMH toolkit KC / EF See PPG strategy document for identified funding	1. SEND pupils receiving SEMH interventions demonstrate improvements within the specific areas identified for intended impact. 2. Pupils can more readily talk about the improvements they experience following the interventions they receive (pupil voice).	Termly Termly Sept – reviewed termly
To improve outcomes in early speech, language and communication by developing staff expertise, implementing evidence-based communication interventions, and embedding communication-rich practice across the Early Years and Key Stage 1.	1. Deliver CPD on speech, language and communication development for all relevant staff. 2. Train identified staff to deliver NELI and monitor programme implementation. 3. Introduce and embed WellComm as a universal screening and assessment tool. 4. Provide staff training on Intensive Interaction for pupils with significant communication difficulties. Support from RANS NOTES and SALT. 5. Embed strategies from Connect to Communicate, Chatty Toolbox and ELKLAN within daily classroom practice. 6. Undertake learning walks and observations focusing on communication-rich teaching, language modelling and vocabulary development. 7. Monitor intervention impact through assessment data, pupil progress reviews and case studies. 8. Engage parents through workshops, resources and guidance to support communication development at home.	KC, GD, SB, BJ, AB, EM, JS	1. All EYFS and relevant KS1 staff access professional development to improve their knowledge and understanding of speech, language and communication development. 2. NELI (Nuffield Early Language Intervention) is successfully introduced and delivered with fidelity, with identified pupils making measurable progress. 3. WellComm screening is implemented consistently to identify children requiring support and to inform intervention planning. Improved WellComm and intervention assessment outcomes for targeted pupils. 4. Staff are trained in and effectively use Intensive Interaction strategies to support pupils with complex communication needs. 5. Communication approaches from Connect to Communicate, Chatty Toolbox, BLANKS Levels of Questioning, and ELKLAN are embedded within classroom practice and targeted interventions. 6. Teachers and support staff consistently model high-quality language, extend children's vocabulary and facilitate purposeful talk throughout the school day. 7. Learning environments are communication-rich and promote speaking, listening, vocabulary development and language comprehension, including the use of Widgit. 8. Target pupils demonstrate improved expressive and receptive language skills as evidenced through assessment data, intervention records and classroom observations. Increased staff confidence and competence in supporting speech, language and communication. 9. Increased pupil participation in classroom discussion and structured talk activities. Improved EYFS Communication and Language outcomes and readiness for KS1.Evidence of consistent communication-focused practice observed across classrooms.	Aut 26 and ongoing CPD Spr 27 Aut 26 Aut 26 / Spr 27 Termly Aut 26 / Spr 27 Aut 26 Sum 27 Sum 27
	TOTAL FUNDING COSTS:	**N/A**		

Personal Development & Wellbeing

INTERVENTION DESCRIPTION *(what are the active ingredients?)*	INTERVENTION ACTIVITIES & PROFESSIONAL DEVELOPMENT (INC. DATES)	RESOURCES INC. STAFF & COSTS	SUCCESS CRITERIA & MONITORING ARRANGEMENTS (INC. DATES)	COMPLETED / RAG PROGRESS REVIEW
To review the school's current curriculum enrichment offer and provision against the Enrichment Framework. Develop provision as required.	1. SLT to review 'Curriculum reports to Governors' from last year against the DfE Enrichment Framework & publish on school website. 2. Identify opportunities to enhance the school offer and publish curriculum enrichment intent on half termly basis. 3. Promote enrichment opportunities with pupils and parents to promote pupil engagement across the curriculum. 4. Review pupil engagement on a termly basis and report to governors. 5. Identify remaining priorities for the 2027-28 curriculum cycle.	SLT All staff All staff SLT All staff	1. School has a clear view of alignment between DfE Enrichment Framework and current school curriculum offer. Reported to Governors in Autumn 2 C&S 2. All staff tuned in to current offer and identify opportunities for further enhancement across the year. 3. Half termly offer created and promoted to parents through school website. 4. Impact reviewed in termly C&S Committee meetings 5. Further priorities identified in 2027-28 SIP	Nov 26 Aut 2 onwards Spr / Sum / Aut Aut 27
To consider the higher level of need for pupils both joining the school in Sept 26 and leaving in July 27 and further develop transition arrangements to ensure pupils best chances for success.	1. Review transition arrangements for pupils joining the school in Reception class (2026) due to a much higher than usual level of additional need. Consider early adoption of Class Dojo for parents, staff profiles, increased visits etc. 2. As above, current Y6 cohort includes much higher levels of need with anxieties re: transition to high school likely to be high. Consider further arrangements for supporting pupils in Y6 with receiving high schools to increase level of support, guidance and preparation for vulnerable pupils.	KC / GD and EY team KC / LW	1. Pupils make a smooth transition in to Reception class with minimal period need for settling pupils in to usual school routines. Staff have stronger understanding of pupils needs and use the increased level of adult support purposefully to target need. 2. Pupils and parents in Y6 feel well prepared for transition to high school and report high levels of satisfaction in experience of transition arrangements.	July / Sept 26 Spr / Sum 27
To introduce 'Skill Builder' approach to developing key skills for pupils future success and develop plan for implementation and integration across key areas of the school's PD&W work *i.e. pupil leadership programme.*	1. RSHCE/Careers lead to subscribe to Skills Builder (SB) programme and apply for fully funded 12 month pilot. 2. Careers lead/HT to meet with SB advisor to discuss school priorities and plan implementation across the school. 3. Initial focus on integrating within pupil leadership programme with key focus on Y5/6. 4. General focus on introducing x8 skill areas across different areas of school workflows and promote key skills within classes through the year (see implementation plan). 5. Review of impact and decision regarding further development and engagement with the programme.	LW LW / HT LW / HT SLT / LW SLT / LW	1. Successful application for funded trail of SB programme 2. Developing view of intent and implementation strategy to maximise impact of SB programme across different school workflows. 3. Termly review and impact reports submitted to C&S committee support school implementation planning / review and evaluate impact in preparation for end of trial decision making.	Sum/Aut 26 Oct/Nov 26 Spr/Sum Aut 27
	TOTAL FUNDING COSTS:	**N/A**		

Early Years

INTERVENTION DESCRIPTION *(what are the active ingredients?)*	INTERVENTION ACTIVITIES & PROFESSIONAL DEVELOPMENT (INC. DATES)	RESOURCES INC. STAFF & COSTS	SUCCESS CRITERIA & MONITORING ARRANGEMENTS (INC. DATES)	COMPLETED / RAG PROGRESS REVIEW
To collaborate with staff and other local schools to review EYFS Profile data, identify priority areas for improvement, and plan targeted professional development.	6. Complete HLT Early Years Audit drawing on Ofsted Framework, English Hub Audit and LA checklists. 7. Engage with high quality professional development opportunities including strong foundations training (ECM) 8. SLT/EY teacher participate in peer review cycle observing and sharing practice across range of local schools. 9. Draw upon strong practice observed and review school action planning.	SLT/GD EYFS team SLT/EYFS lead	6. The HLT Early Years Audit, English Hub Audit, and LA checklists are completed, establishing clear, data-driven priority areas for EYFS improvement. 7. EYFS staff complete ECM Strong Foundations training and demonstrate application of key learning within classroom planning 8. SLT and EY teachers complete scheduled peer review observations across partner local schools, documenting actionable areas of strong practice to implement locally.	Sept 26 Ongoing – staff record training & impact in CPD record Spring 27
Moderate school-based teacher assessment against new DfE – EYFS profile assessment support and extend intervention for language and communication skills.	6. EYFS staff to attend RISE webinars and actively engage in DfE resources i.e. EYFS profile assessment support 7. Engage with staff training for use of NELI intervention. 8. Review support materials available through Newcastle University re: early phonological awareness i.e. NAPA, NIPA 9. Share practice across Arch/Affiliate Programme network groups to inform further refinements to practice.	EYFS lead EYFS lead SLT/EYFS lead	4. EYFS staff complete training and demonstrate application of key learning within classroom planning. 5. Pupil progress meetings evidence implementation & impact of revised interventions. 6. Self-evaluation reviews and feedback from visiting schools reported to LGB.	Ongoing – staff record training & impact in CPD record
	TOTAL FUNDING COSTS:	**N/A**		

Partners in supporting our school improvement priorities:

- *HLT - Hollingworth Learning Trust (SIP support via Karen Morris, Affiliate Programme, Welbee (staff well-being), compliance audits etc)*
- *Arch – Arch Collaborative (EYFS review cycle, leadership networks, HT support)*
- *LA – Local authority, EWO – Education Welfare service, RAEYPH - Rochdale Association of Early Years & Primary Heads*
- *RtS – Right to Succeed (Reading, Writing, Oracy) – funded via LA PEIA funding*
- *English Hub (Early Reading – Reading Ambition for All – Fluency in KS2*
- *Maths Hub – NW1*
- *RISE – universal offer*

