



# HEAP BRIDGE VILLAGE PRIMARY SCHOOL

*"Working together, learning together"*

## School Improvement Plan 2022-23

*inc. 2022-25 Strategic Plan*

Headteacher  
Mr M Cockcroft

September 2022

**BE POSITIVE**

**BE PROACTIVE**


**BE PROUD**

### 3 YEAR STRATEGIC PLAN 2022-25

Mission & Vision Statement	<p><b>“Working together, learning together”...</b></p> <p>...encompasses our commitment to developing every child through our partnerships with all stakeholders in their education.</p> <p><i>At Heap Bridge Village Primary School, we aspire to ensure that each and every one of our pupils develops in to a <b>positive, proactive</b> learner who is <b>proud</b> of their achievements and well prepared for a successful life. Delivered through a vibrant 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, teach them the importance of being <b>proactive</b>, taking ownership of their own futures and ensuring they develop the highest expectations for themselves in their pursuit of excellence. We will do this within a safe and supportive environment of mutual understanding, <b>positive</b> relationships, respect and tolerance. Regardless of any barriers to learning, we will work in partnership with school stakeholders to ensure that every child in our school can be <b>proud</b> of who they are and what they achieve.</i></p>		
Core Values	<p><b>BE POSITIVE</b></p> <p>To enable children to develop positive attitudes in life, developing independence and resilience. To respect individual differences and to be sympathetic to the needs of others. To create a happy, safe and nurturing environment instilling the fundamental values of respect and tolerance.</p>	<p><b>BE PRO-ACTIVE</b></p> <p>To ensure children develop intellectually, morally, socially, emotionally and physically in to well-rounded citizens and ready for the next stage of their life. To feel empowered in taking ownership of their own continuous learning.</p>	<p><b>BE PROUD</b></p> <p>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.</p>
Professional Pledges	<p>Have the highest expectations of what children can achieve and work with them <b>positively</b> and enthusiastically in pursuit of excellence. Continuously promote and instil a ‘have a go’ attitude alongside the characteristics of perseverance and resilience.</p>	<p>Ensure we are <b>proactive</b> 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 English or maths will receive timely and evidence-based support to enable them to reach their potential.</p>	<p>Celebrate individual and collective strengths – promoting the feeling of <b>pride</b> and engaging parents and carers with their child’s learning.</p>
Strategic Approach	<ul style="list-style-type: none"> <li>▪ Evaluate post-pandemic research/best practice across range of indicators and factor in to latest revisions of school improvement planning.</li> <li>▪ All of our work will be evidence-led and our self-evaluation will be valid, reliable and inform future planning.</li> <li>▪ We will target our time and resources where they can directly lead to improvement while ensuring best value for the money we spend.</li> <li>▪ Evaluation of our work will measure the impact across a range of pupil groups and this in turn will provide a focus for future improvement planning.</li> <li>▪ Our strategic planning will focus on the needs of all our pupils within the context of their place in the wider school, locality and global community.</li> </ul>		
Priority Workflows	<p><b>Pursuit of excellence</b> 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.</p> <p><b>Promoting respect &amp; tolerance</b> We will work conscientiously with our school community to ensure a sustained focus on <b>positive</b> relationships, promoting the fundamental values of respect and tolerance across all areas of our work and practice.</p> <p><b>Developing independence &amp; resilience</b> We will build on and develop further, effective teaching strategies to promote confidence, independence and resilience as <b>positive</b> character traits to ensure pupils are equipped well to succeed in the next phase of their education.</p> <p><b>Health &amp; Well-being</b> We will maintain our commitment to instilling the life benefits of establishing a healthy lifestyle including developing a healthy diet, regular exercise and cultivating <b>positive</b> self-image and mental well-being.</p> <p><b>Special Educational Needs and Disabilities</b> 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 a full entitlement to an appropriate curriculum offer.</p>	<p><b>Standards across the ‘recovery’ curriculum</b> 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.</p> <p><b>Personal Development (recovery)</b> We will work with experts to develop our practice, ensuring our pupils are well equipped to be <b>positive</b> and <b>proactive</b> citizens, actively promoting social &amp; 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.</p> <p><b>Keeping children safe</b> 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.</p> <p><b>Working pro-actively with staff</b> We will provide high quality, research based staff training to better 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.</p>	<p><b>Valuing achievement</b> We will highlight and celebrate pupils who work <b>positively and proactively</b> to achieve success (both at the highest levels and within their own personal context) ensuring they are recognised for their achievements across the curriculum.</p> <p><b>Pupil groups</b> 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.</p> <p><b>Recovery &amp; intervention</b> We will continue to refine our current menu of intervention strategies, focused on a post pandemic recovery plan, providing a higher level of evidence to evaluate impact and targeting our resources to ensure the highest impact and best possible value for money.</p> <p><b>Partnership working</b> We will continue to work with existing school partners and develop our relationships with other groups (i.e. <i>IMaths/English Hub, TSH, MATs...</i>) and individuals who can further impact on the quality of provision for our school community.</p> <p><b>Celebrating Diversity</b> We will nurture the ability to reflect on and evaluate our personal experiences, celebrating difference both in ourselves and in others.</p>
Evaluation Methods	<ul style="list-style-type: none"> <li>▪ We will monitor the progress of all our pupils at regular intervals throughout the school year and provide an annual evaluation of pupil attainment and progress (including that for different groups of pupils) across the curriculum to parents and governors.</li> <li>▪ We will continue to monitor the impact of teaching and learning across all cohorts, including the impact of focused teaching programmes, professional development initiatives and school based support programmes.</li> <li>▪ We will keep a register of vulnerable pupils and use this to monitor and challenge our practice in ensuring the highest quality support and provision.</li> <li>▪ We will ensure interventions/work streams are established with clear baselines by which to evaluate the impact and cost effectiveness of our work.</li> <li>▪ We will continue to evaluate the contribution of our partnership working through its impact on the quality of school provision and staff development.</li> </ul>		



# School Improvement Planning 2022-23

PRIORITY AREA: PROBLEM / CURRENT ANALYSIS	EVIDENCE	PUPIL / INTENDED OUTCOMES
<p><b>QUALITY OF EDUCATION:</b></p> <p><b>READING:</b> Attainment in reading, particularly in Y2, 5 and 6 was lower than in previous years (last year). All teachers were new to year group with two teachers also being new to the school (<i>and since moved on</i>). Assessment arrangements were revised Jan 22 (<i>particularly for guided reading</i>) and these need to be embedded this year. Interventions were also revised in the summer term.</p> <p><b>WRITING:</b> Curriculum mapping of writing units last year highlighted areas requiring additional focus. NMM have revised and improved their intervention materials focused around seven key themes which we will use as drivers for intervention this year.</p> <p><b>MATHEMATICS:</b> Last year the school returned to the White Rose framework for the teaching of mathematics after 5 years of using Power Maths. As such, we need to re-establish our previous focus on our calculation progression policy and other teaching practices used prior to PM. We also intend to build on last year's maths passport success.</p> <p><b>CURRICULUM:</b> Staff report low levels of confidence and pupil engagement in computing curriculum – this will be revised in line with the Teach Computing curriculum during the 22-23 academic year. Music is currently taught through the Charanga scheme which will also be explored further.</p>	<p>Internal data &amp; reports to governors</p> <p>ISDR</p> <p>Collab dashboard</p> <p><i>EEF research into best implementation practice</i></p>  <p>EEF-Implementation-Guidance-Report.pdf</p>	<p><b>Short Term:</b></p> <ul style="list-style-type: none"> <li>Autumn term obs/pupil conf and pupil data show immediate early impact of intervention/ assessment arrangements (across year groups) giving confidence in strategy for remaining year.</li> </ul> <p><b>Medium Term:</b></p> <ul style="list-style-type: none"> <li>Spring term obs/pupil conf and pupil data show continued impact of interventions with growing evidence of accelerated progress leading to more rigour in evaluative judgements.</li> </ul> <p><b>Long Term:</b></p> <ul style="list-style-type: none"> <li><b>Progress in reading, writing and mathematics is at least good across all year groups i.e. limited if any pupil not at least maintaining attainment on previous year with a good proportion building on this in year (i.e. value added). Average progress scores for each year group is positive. Where cohort (speculative data exists from the pandemic, pupils are attaining in line with teacher assessed potential).</b></li> <li><b>Increased % of pupils achieving an expected and higher level of attainment across all year groups (where previous data exists) is in line with targeted outcomes for each cohort.</b></li> </ul>

INTERVENTION DESCRIPTION <i>(what are the active ingredients?)</i>	INTERVENTION ACTIVITIES & PROFESSIONAL DEVELOPMENT <i>(INC. DATES)</i>	RESOURCES INC. STAFF & COSTS	SUCCESS CRITERIA & MONITORING ARRANGEMENTS <i>(INC. DATES)</i>	COMPLETED / PROGRESS REVIEW
<p><b>READING:</b> Embed use of revised assessment arrangements &amp; intervention.</p> <p>Target YG.6 pupils to increase pupils achieving a higher standard.</p> <p>Reading for pleasure</p>	<ol style="list-style-type: none"> <li>EY/KS1 - Reading interventions planned using specific foci from latest assessment data using the new LWP/RR intervention format. KS1/2 - Guided reading sessions reflect assessment foci from latest data.</li> <li>Termly pupil progress meetings - unpick and assess detail and quality of focus on attainment against reading domains and how this translates in to teaching focus, questioning etc.</li> <li>Implement Little Wandle (and wider KS2) fluency checks and develop planning and resources to address any needs identified through assessments (for lowest 20%).</li> <li>Train key staff with Better Reading Support Partners (BRSP) programme to target lowest 20% of readers across Y2-6. Implement BRSP programme during autumn term.</li> <li>Deploy new staff member to implement 121 and small group tutoring under the NTP DfE initiative.</li> </ol> <p>Target KS2 pupils through target setting &amp; teacher appraisal.</p> <p>Conduct RfP audit – develop action plan.</p>	<p>SLT to monitor teacher planning &amp; implementation.</p> <p>SLT with TCHs</p> <p>VB / KS1      £600<sub>pa</sub></p> <p>KC, SB, BJ, CP, JS, AF      £500</p> <p>CPS      DfE £5670 Sch £3780</p> <p>MC + tchs</p> <p>VB</p>	<p><i>Aut/Spr/Sum planning &amp; intervention records show clarity of focus. Assessment data shows impact of planning &amp; intervention – particularly on bottom 20%</i></p> <p><i>Termly pupil progress data demonstrated gains made towards pupils meeting their challenge targets. Intervention planning increasing focus' on making specific gains. Clear interventions to support identified issues with fluency. Pupil progress measured to compare those pupils receiving intervention and those not. Developed intervention strategy for those pupils lacking fluency in reading. BRSP re-introduced as intervention – demonstrates positive impact (as seen in previous years). See PPG strategic plan.</i></p> <p><i>More pupils achieve a higher standard than in previous year (across KS2 cohorts)</i></p> <p><i>See resulting RfP audit/action plan</i></p>	<p>Monitor termly – final review following summer term data.</p> <p>Aut 1 – review termly and refine.</p> <p>Aut 1 – review termly</p> <p>See PPG strategic plan.</p> <p>Audit – Aut 2 Action plan – Spr 1</p>

<p><b>WRITING:</b> Develop whole school approach to the 'teaching' of spelling through developed use of Jane Considine's 'The Spelling Book'.</p> <p>Embed and refine use of NMM and 'Mighty Writer' interventions across KS1/2.</p> <p>Target YG.6 pupils to increase pupils achieving a higher standard.</p> <p><b>MATHEMATICS:</b> Establish White Rose maths curriculum.</p> <p>Embed new revision Maths Passports</p> <p>Target YG.6 pupils to increase pupils achieving a higher standard.</p> <p><b>CURRICULUM:</b> Revise and refine whole school 'Implementation Plans' for French, Computing &amp; Music in line with changes to used published schemes.</p> <p><b>TEACHING &amp; LEARNING:</b> Develop professional practice in line with Rosenshine Principles of Instruction...</p>	<p>Review dedicated time vs impact of spelling arrangements. Develop review plan of implementation of JC Spelling Book materials.</p> <p>Consider reintroduction of Spelling Shed resources to compliment JC materials and provide support for parents. Revise spelling curriculum map</p> <p>Implement the 'Mighty Writer' intervention across Y1-3 to support writing 'keep up/catch up programme'.</p> <p>Implement No More Marking 'Writing Hub' assessments and 7 lesson resource to support pupils in Y3-6 with accelerated progress in writing.</p> <p>Target KS2 pupils through target setting &amp; teacher appraisal.</p> <p>Monitor impact of changes last term to Maths scheme. Ensure pupils continue to make good progress in mathematics, within their day to day work and termly assessments.</p> <p>KS1 – re-engage with mastery programme</p> <p>Embed last year's focus on use of revision <b>Maths Passports</b>, ensuring all pupils are accessing ARE targets or receiving appropriate keep up/ catch up intervention. Introduce personalised passports for pupils working Sig-</p> <p>Target pupils through target setting &amp; teacher appraisal.</p> <p>Coaching model between SLT and 'new to' subject leaders for Computing and Music to review provision across computing and music and establish improvement cycle developed across other areas of the curriculum (<i>see subject action plans</i>).</p> <p>Develop further and embed current arrangements for low stakes high intensity assessment arrangements across the curriculum.</p> <p>Develop use of 'models' of good practice across the curriculum.</p>	<p>KC / Y2-6</p> <p>Spelling Shed - £250 KC</p> <p>VB - MM/EF/LG</p> <p>KC - LG/LN/LW/AW</p> <p>KC – All staff</p> <p>MC–AW (computing) KC – EF (music) Teach Comp – FREE Charanga - £200</p> <p>MC – all staff</p>	<p>Teaching (and assessment) of spelling is mapped out effectively to support high quality teaching and learning.</p> <p>Assessment data beginning to show impact of scheme with improvements seen also in parental engagement (see parental survey).</p> <p>Clearly planned writing interventions demonstrates measurable impact in supporting pupil to catch up or keep up with ARE.</p> <p>More pupils achieve a higher standard than in previous year (across KS2 cohorts)</p> <p>Termly monitoring of pupils work shows that they continue to make good progress and that new flexibilities in the reintroduction of maths books (rather than published scheme books) allows teachers to adapt, repeat and consolidate learning in response to pupils.</p> <p>All pupils (except cognitive SEND) maintain pace within the school passport system.</p> <p>Revised implementation planning for computing and music better support staff with the knowledge, skills and assessment models to promote higher quality of teaching and learning. Pupil's work reflects revisions in provision.</p> <p>Clear overview of whole school approach to (1-2) 'Reviewing Material' and (4) 'Providing Models'.</p>	<p><i>Curriculum maps – Aut 2</i> <i>Data to be reviewed termly in PPMs</i> <i>Parental survey – Sum</i></p> <p><i>Evidenced in termly PPMs</i></p> <p><i>Termly work scrutiny</i></p> <p><i>PPM data &amp; intervention reports</i></p> <p><i>Termly review of curriculum adaptations / pupils work.</i></p> <p><i>Termly review through curriculum monitoring.</i></p>
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121 Tuition Costs?

£9450

see PPG strategy document

Scheme/resource subscription/training costs?

£1550

TOTAL FUNDING COSTS:

£11,000



PRIORITY AREA: PROBLEM / CURRENT ANALYSIS	EVIDENCE	PUPIL / INTENDED OUTCOMES
<p><b>BEHAVIOUR &amp; ATTITUDES:</b> Overall, behaviour of the vast majority of pupils is very good. A small minority of pupils displayed high levels of serious misbehaviour and disruption around the school last year. The behaviour policy did not support new staff with clear strategies for managing such behaviours and SEL interventions did not bring about any significant improvements. Summer 2 trials of a new approach showed early signs of impact.</p> <p><b>PERSONAL DEVELOPMENT:</b> The RSHE and R.E. curriculum are now secure but monitoring of pupils work did not represent the good work pupils do in lessons. Pupils talk confidently about their PD in most areas though online safety discussions with pupils showed some areas for further consolidation.</p> <p><b>LEADERSHIP &amp; MANAGEMENT:</b> The <a href="#">Schools White Paper</a> (March 2022) highlighted the governments continued commitment to schools joining multi academy trusts (MATs). This is an area we shall drive forward in the next 12-24 months.</p> <p><b>EARLY YEARS:</b> Attainment in EYs remains relatively stable with 72% of pupils achieving a good level of development (GLD) at the end of last year. The LW phonics scheme is now well established across EYs and this will further see a greater impact in year this year.</p>	<p>Behaviour records</p> <p>Pupils work in R.E. / RSHE</p> <p><i>EEF research report – behaviour</i></p> <p><i>DfE guidance June 22</i></p>	<p><b>Short Term (Autumn):</b></p> <ul style="list-style-type: none"> <li>Staff show fidelity to the new behaviour policy and agreed foci for the autumn term.</li> <li>Recorded incidents show true picture of behaviour management concerns across the school – staff feel well supported by the SLT.</li> </ul> <p><b>Medium Term (Spring):</b></p> <ul style="list-style-type: none"> <li>Noted decrease within the 5/10min consequences recorded and serious incidents are rare.</li> <li>Attendance across all groups of pupils improving and overall attendance above 96%</li> <li>Appetite for joining a local MAT established – possible progression to due diligence.</li> </ul> <p><b>Long Term (Summer &amp; beyond):</b></p> <ul style="list-style-type: none"> <li>Behaviour across the school, particularly that of most challenging pupils is improved with targeted support for pupils experiencing difficulties in regulating behaviours providing effective support &amp; measurable impact.</li> <li>A&amp;D grades across the school demonstrate a positive shift in pupils’ attitudes and dispositions within termly tracking system.</li> <li>Possible MAT application.</li> </ul>

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<p><b>B&amp;A:</b> Whole school behaviour policy review and implementation.</p> <p><b>PD:</b> Re-establish 97% attendance target and expectations/ procedures to secure high levels of attendance.</p> <p>SEND ordinarily available provision (OAP).</p> <p>Review SEL interventions.</p>	<p>Revise behaviour policy in line with latest guidance and evidence informed research.</p> <p>Monthly review of implementation of behaviour policy, scripts and revised consequences.</p> <p>Review of lunchtime provision and support for vulnerable/ challenging pupils.</p> <p>Update attendance policy in line with DfE updated guidance – establish action plan for 2022-23.</p> <p>Promote attendance expectations through monthly newsletters.</p> <p>Monitor lowest attending pupils monthly – meet with parents of persistent absentees (PAs).</p> <p>Update SEND core offer to reflect OAP mapping produced by Rochdale LA.</p> <p>Work with MHST mental health worker (Becki) to review current SEL interventions delivered by pastoral lead.</p> <p>Establish capacity to measure start/end points and impact of interventions delivered.</p>	<p>SLT + LW</p> <p>SLT &amp; staff team in PDMs.</p> <p>KC &amp; lunchtime staff</p> <p>KiC / MC</p> <p>KC</p> <p>KiC / KC / Becky</p>	<p>Policy and support and guidance resources for staff delivered in September inset.</p> <p>Implementation of new policy develops consistency, early issues resolved through consultation with staff. Positive impacts on pupil behaviour and conduct (maintained across the year). Improvements seen over time in recorded consequences (as seen in Google Form).</p> <p>Overall attendance above 96% and working towards 97% target.</p> <p>Lowest attending pupils (2021/22) have improved attendance.</p> <p>SEND offer on school website updated to include wider view of OAP.</p> <p>ZoR toolkit – intervention using the language of ZoR LEGO Therapy / LEGO Blast</p> <p>ThInc Zone focus – sensory diets in place for identified pupils across the day.</p>	<p>Aug 2022 Inset 1<sup>st</sup> Sept 2022 ½ termly PDM</p> <p>½ termly review of recorded incidents – reported to govs.</p> <p>Termly report to govs</p> <p>April 2023</p> <p>Aut Spr Sum</p>

<p><b>L&amp;M:</b> Investigate considerations/ options for joining / establishing a Multi Academy Trust (MAT).</p> <p>Ensure H&amp;S policy and procedures reflect new <a href="#">‘Emergency Planning Framework’</a> produced by DfE in summer term.</p> <p><b>Early Years:</b> Embed and respond to ongoing changes within the Little Wandle phonics scheme.</p>	<p>Look at local MAT options and pursue lines of enquiry. Consider due diligence with most appropriate option – work with MAT leaders to secure best interests of school in any joining arrangements. Consider merits of application to join MAT of choice.</p> <p>Review emergency planning policy and practice in line with new guidance. Staff training on new policy/procedures</p> <p>Attend webinars produced by Little Wandle re: changes to scheme and maintain links with English Hub to stay abreast of updates. Embed high quality teaching and consistency in the delivery of phonics across the phase.</p>	<p>MC – rep to Govs MC &amp; Govs</p> <p>MC &amp; Govs</p> <p>MC/SLT/Govs</p> <p>VB &amp; EM EYs team</p>	<p>HT and Govs establish clear view on preferred MAT. Process of due diligence gives GB confidence in making decision whether or not to join chosen MAT</p> <p>‘Possible’ MAT application – successful for Sept launch &amp; rebranding of school/academy.</p> <p>Updated policy reflects most recent guidance. Staff are confident in any new routines/procedures for dealing with emergency situations.</p> <p>Practice remains current and reflects changes in published scheme. Pupils continue to achieve well, including those needing additional access to keep up and catch up interventions.</p>	<p>Sum 22 Oct 22 Aut 22</p> <p>Feb 23</p> <p>Oct 22 Nov 22</p> <p>Ongoing</p> <p>Termly monitoring</p>
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