



HEAP BRIDGE

VILLAGE PRIMARY SCHOOL

School Improvement Plan
2024/25

"Working together, learning together"

Headteacher: Mr M Cockcroft

BE POSITIVE

BE PROACTIVE

BE PROUD

3 YEAR STRATEGIC PLAN 2022-25

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 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 **proactive**, 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, **positive** 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 **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 to the needs of 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 well-rounded citizens and ready for the next stage of their life.
To 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.

Professional Pledges

Have the highest expectations of what children 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 English or maths 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.

Priority Workflows

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 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.

Special Educational Needs and Disabilities

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.

Standards across the ‘recovery’ 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 (recovery)

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.

Working pro-actively with staff

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 recognised for their achievements across the curriculum.

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.

Recovery & intervention

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.

Partnership working

We will continue to work with existing 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.

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 and 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 and this in turn will provide a focus for future improvement planning.

Our strategic planning will focus on the needs of all our pupils within the context of their place in the

Evaluation of Success

We will monitor the progress of all our pupils throughout the school year and provide an annual evaluation of pupil attainment and progress across the curriculum.

We will 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.

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.

We will ensure interventions/work streams are established with clear baselines by which to evaluate the impact and cost effectiveness of our work.

We will evaluate the contribution of our partnership working through its impact on the quality of school provision and staff development.



School Improvement Planning 2024-25

PRIORITY AREAS: (PROBLEM / CURRENT ANALYSIS)	EVIDENCE	PUPIL / INTENDED OUTCOMES
<p>1. ENGLISH: Our core curriculum for phonics, reading and writing is now well established with appropriate interventions identified to support pupils in need of additional support. The impact of this is now widely evidenced in pupil attainment across the school with the vast majority of pupils working at or above age related expectations. The school has planned well for strategic breadth of staff knowledge and we will continue to maintain this next year. We will continue our work with RtS to firm up teaching methodology in reading & writing while looking to develop a framework for the teaching of oracy and revisit our programme to encourage reading for pleasure. We will also revisit our RfP Bookflix scheme to enhance this area of provision.</p> <p>2. MATHEMATICS: The core curriculum for mathematics is well established and supplemented well with our school designed mathematics passports aiming to develop fluency from Reception to Year 6. As our more able pupils excel within this scheme we will look to revisit some of our earlier work to develop a similar approach to developing reasoning skills across key themes.</p> <p>3. INCLUSION: A self-review of our SEND provision this year highlighted our view that we provide a high level of support for our pupils with SEND. Further work is needed to develop our assessment arrangements for pupils working at 'pre-key stage' and to develop staff awareness of challenges SEND pupils face in regulating behaviour and accessing a range of learning activities across the curriculum. We will support this drive with a focus on trauma-informed practice.</p> <p>4. ATTENDANCE: Despite every effort to achieve the school's pre-Covid attendance figures, too many children spend too much time absent from school. In line with new DfE and Local Authority guidance, the school will redesign its attendance strategy to engage more positively with parents in order to improve attendance with a further focus on engaging target pupils.</p>	<p>EOKS2 data for reading (96/48) and writing (88/16) – likely top 10% nationally. EGPS – (92/48)</p> <p>EOKS2 data for maths (96/28)</p> <p>SEND self-review (Feb 24)</p> <p>EOY attendance 94.1% (NAT 94.2 / DR of 41) PA 17.8% (NAT = 16.8)</p>	<ul style="list-style-type: none"> Attainment of pupils in reading, writing and mathematics remains strong both at expected and greater depth across the school. The school has a clear framework for the teaching of 'oracy' and 'reading for pleasure' and this is understood by all staff. More staff feel confident in the teaching pedagogy of both extremes of the school i.e. Rec & Y6. There is a depth to the teaching experience across the team. All pupils with identified SEND receive a high level of support to meet their needs. The school has developed clearer guidance to support staff in understanding the challenges experienced by SEND pupils, how this impacts/displays in their behaviour and how we can better support. External review highlights strengths in school SEND provision and offers support in identifying areas for further improvement. Attendance is at least above national with further ambition to be heading towards the top 20% of all schools nationally.

INTERVENTION DESCRIPTION (what are the active ingredients?)	INTERVENTION ACTIVITIES & PROFESSIONAL DEVELOPMENT (INC. DATES)	RESOURCES INC. STAFF & COSTS	SUCCESS CRITERIA & MONITORING ARRANGEMENTS (INC. DATES)	COMPLETED / PROGRESS REVIEW
<p>ENGLISH</p> <p>To build on the current strength in the teaching of reading by building a heightened positive reading for pleasure culture.</p> <p>To further build on the writing curriculum and framework to support the teaching of writing to further enhance aspects of metacognition and intervention.</p> <p>To develop a whole school framework and curriculum for the teaching of oracy.</p>	<p>Audit Bookflix titles for each year group and extend reading list in line with new titles, extending genres and subjects covered. Develop framework for promoting read/Bookflix titles through visitors, assemblies, school displays, events etc. Staff CPD to develop expertise in Bookflix titles, knowledge of books and links between them <i>(to support discussions with pupils)</i></p> <p>Develop intervention strategy around the progressional framework introduced by the Writing Hub resources. Monitor and evaluate impact of interventions. Attend metacognition training provided by RtS – evaluate opportunities to develop within current approach to teaching of writing.</p> <p>Work with RtS to introduce oracy framework using 'Voice 21'. Consider school priorities across year groups and review teaching timetable to support addition of oracy as a school priority. Develop strategy to evaluate impact of oracy teaching across the year.</p>	<p>KC - SLT £2000 MR – reading lead KC & MR LG £1000 <i>KC to provide strategic support through RtS programme</i> RtS funded LG – writing lead <i>KC to provide strategic support through RtS programme</i></p>	<p>MR to conduct engagement in reading survey in Sept & July to show impact on engagement with Reading for Pleasure. Children talk positively about reading experiences, visitors, books they have read/enjoyed and are proactive in requesting new titles to add to our RfP Bookflix lists. Staff report higher levels of confidence (and enjoyment) in their knowledge of Bookflix titles and the impact this has on their class.</p> <p>Interventions for writing (in KS2) are clearly focused on specific target areas and this focus has a positive impact on pupil writing outcomes. Learning from metacognition training is successful worked in to any required revision of the whole school writing curriculum.</p> <p>Whole school oracy curriculum/framework introduced. Staff training ensures staff are confident in delivery of new framework. Class timetables/planning (where appropriate) include oracy opportunities. Appropriate assessment strategy developed.</p>	

INTERVENTION DESCRIPTION <i>(what are the active ingredients?)</i>	INTERVENTION ACTIVITIES & PROFESSIONAL DEVELOPMENT (INC. DATES)	RESOURCES INC. STAFF & COSTS	SUCCESS CRITERIA & MONITORING ARRANGEMENTS (INC. DATES)	COMPLETED / PROGRESS REVIEW
<u>MATHEMATICS</u> Consider strategies for increasing number of pupils achieving greater depth in mathematics.	To review the STOPS curriculum developed in 2018 with Ray Mayer to supplement the teaching of reasoning skills in upper KS2. Consider most appropriate vehicle for delivery i.e. curriculum time, extension of maths passport strategy, homework. Evaluate the impact through tracking of reasoning questions within the Question Level Analysis (QLA) of assessments.	LW (Y6 – original developer of the programme) LG – Y5	Monitoring ongoing impact on greater depth mathematicians through termly assessment and QLA. Does the scheme support more children achieving greater depth that would have been ordinarily predicted?	
<u>CURRICULUM</u> To review curriculum planning for music and RSHE.	Update implementation plans for music to reflect move over to Kapow scheme of work. Ensure any gaps in curriculum coverage are identified and mitigated. Establish provision for Careers Related Learning and embed within the wider RSHE curriculum	KC / EM LW / MC	Music curriculum fully reviewed with clear guidance and support available for staff to deliver new curriculum for music. CRL fully interlinked across RSHE and wider school curriculum.	
<u>INCLUSION</u> Develop and complete self-audit strategy and QA process for inclusion/SEND in preparation for joining HLT. Develop SEND provision across all curriculum subjects – identifying strengths and challenges pupils with different needs may experience. Develop staff understanding of challenges faced in self-regulating behaviour and how to interpret pupil needs by the behaviour they are displaying.	Complete the SEND audit in preparation for audit visit in the spring term. MC and KC to attend ECM training day around conducting SEND audits in schools. Work with partner schools to carry out SEND audits and host our own audit. Create an action plan in response to feedback from the audit. Develop an overview of provision for SEND pupils within each subject. Use the Ordinarily Available Provision guidance to inform the SEND subject overviews and link provision within the four areas of SEN need i.e. cognition and learning, communication and interaction, SEMH and sensory/physical. KC to lead September INSET for whole school staff: Trauma-informed approach, complex needs and reframing the behaviour, Collaborative Problem Solving (Dr. Ross Greene) and EBNA. Embed the use of OAP to aid co-regulation and self-regulation strategies across school. Revisit Zones of Regulation so all new staff are familiar the Zones curriculum. Complete trauma-informed audit and create action plan for developing a 'trauma-responsive' approach. KC to continue attending Trauma-informed Network Meetings with the Educational Psychology Service. Team Teach training for 12 members of staff in the autumn term.	MC and KC All subject leaders (ECTs to subject leaders) All staff KC – SENCO £1500 EM, KL, GD, JS, LN, SB, AB, CP, KIC, LW, BM, AF	Self-evaluation completed and highlights strengths and areas of development. Audit visit to school substantiates SEND priorities. Action plan reflects feedback from the audit. Evaluation of impact reflects improvements in targeted areas. Overviews of SEND provision for all subject areas completed and added to the curriculum pages on the school website. Subjects leaders have a clear understanding and can talk about how provision is adapted for SEND pupils within their subject area. SEN Support Plans and Pupil Profiles updated for SEN pupils with complex needs. A detailed overview of 'additional/different from' provision is outlined clearly and pupil voice is captured within the 'how I would like to be supported' section. CPS strategies applied to enable staff and pupils to work collaboratively to overcome problems and aid regulation in school within. Reduced fight/flight/freeze responses. Evidence to substantiate 'trauma-responsive' practice across school. Team Teach strategies applied and any physical interventions are recorded on CPOMS.	

INTERVENTION DESCRIPTION (what are the active ingredients?)	INTERVENTION ACTIVITIES & PROFESSIONAL DEVELOPMENT (INC. DATES)	RESOURCES INC. STAFF & COSTS	SUCCESS CRITERIA & MONITORING ARRANGEMENTS (INC. DATES)	COMPLETED / PROGRESS REVIEW
ATTENDANCE To re-create a positive environment to motivate our lowest attenders (and their parents) to attend school more.	Update attendance policy to reflect DfE changes from Sept 2024. To create more proactive systems and communication strategy within Arbor to celebrate periods of good attendance with parents and to support pupils with declining attendance trends to make necessary improvements. To re-think the whole school strategy to promote a positive environment for lower attenders. Class focus on feeling included, developing a sense of belonging, pride and aspiration, awarding daily roles & responsibilities – encouraging a sense of duty and responsibility. Introduce targeted ‘Support Plan’ to reflect a positive working partnership with parents aimed at improving attendance and raising recognition of the benefits of attending school more. Work with LA service to reduce the need to issue Penalty Notices and where used, use to maximum effect.			
LEADERSHIP & MANAGEMENT To manage a strategic reorganisation of subject leadership roles across the school. To ensure good level of support in school office to manage implementation of new management systems when joining HLT.	MR support & coach GD to lead art & DT. LG support and coach AB to lead history & geography. MC to support & coach LN to lead computing. KC to support & coach EM to lead music. SLT to support and coach MR/LG/LW in developing TLR leadership roles in reading, writing & careers related learning. Office and front end staff to receive ongoing and training support in implementing and maintaining new systems for finance management, HR, compliance and payroll when joining HLT (current conversion date expected 1 st Nov 24). Support and guidance in utilizing new systems to enhance analysis and reporting of HR related issues i.e. staff absence, compliance...	All teaching staff LP + SLT HTL – Central service team	Staff are well supported in managing the change to the whole school curriculum leadership structure giving breadth and depth to the leadership team and leadership capacity across the school. To have more staff with leadership skills and experience in core areas of the curriculum giving capacity to leadership support and guidance when joining HLT. Appropriate staff feel confident in new systems the school is now managing when surveyed in July 25 resulting in effective change management strategy.	
TOTAL FUNDING COSTS:		£		

Partners in supporting our school improvement priorities:

- Arch Collaborative (SEND review cycle, leadership networks, HT support)
- HLT - Hollingworth Learning Trust (SEND review, primary affiliate programme with ECM, IT/Computing, Welbee (staff well-being))
- LA – Local authority (EWO service), Rochdale Association of EYs & Primary Heads,
- RtS – Right to Succeed (Reading, Writing, Oracy) – funded via LA PEIA funding
- English Hub (Early Reading – Reading Ambition for All)