



HEAP BRIDGE

VILLAGE PRIMARY SCHOOL

School Improvement Plan
2025/26

"Working together, learning together"

Headteacher: Mr M Cockcroft

BE POSITIVE

BE PROACTIVE

BE PROUD

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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:

“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.

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.

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 and 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.

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.

AMBITIOUS

POSITIVE

RESILIENT

REFLECTIVE

PRINCIPLED

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 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.

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, 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
2019 (24)	92% (29%)	79% (25%)	83% (29%)	92% (62%)	79% (8%)
2020	Covid closures – no KS2 SATs				
2021	No EOKS2 assessments due to Covid disruptions				
2022 (25)	72% (20%)	72% (8%)	80% (16%)	88% (28%)	52%
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 TARGETS	84% (40%)	80% (12%)	88% (20%)	88% (36%)	76%

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

Year 4 – Multiplication Check (Score out of 25)

	2020/21	2021/22	2022/23	2023/24	2024/25	TARGET 2025/26
Ave Score	N/A	(19.8)	21.5 (20.2)	23.5 (20.6)	23.5 (TBC)	TBC
20+	N/A	(61%)	80% (63%)	96% (66%)	96% (TBC)	TBC
25	N/A	(27%)	52% (29%)	64% (34%)	60% (TBC)	TBC

(figures in brackets % pupils meeting each standard national)

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

	2020/21	2021/22	2022/23	2023/24	2024/25	TARGET 2025/26
Year 1 - PSC	N/A	(75%)	87.5% (79%)	88% (80%)	88% (TBC)	TBC
Year 2 inc. re-test	N/A	% (87%)	% (89%)	% (89%)	96% (TBC)	TBC

(% in brackets represent national data)

Early Years – Good Level of Development

	2020/21	2021/22	2022/23	2023/24	2024/25	TARGET 2025/26
% GLD	N/A	70.8% (65.2%)	68% (79%)	72% (80%)	72% (TBC)	TBC

(% in brackets represent national data)

Attendance

	2020/21	2021/22	2022/23	2023/24	2024/25	TARGET 2025/26
2018/19	95.1%	93.6%	94.6%	94.4%	95.0 (TBC)	96%

National average currently around 94.5%



School Improvement Planning 2025-26

PRIORITY AREAS: (PROBLEM / CURRENT ANALYSIS)	EVIDENCE	PUPIL / INTENDED OUTCOMES
<p>Leadership & Governance– Leadership across the school is secure and well established though the recent secondment of the HT to HLT has determined the need to restructure leadership responsibilities and build further capacity for the future. Following academy conversion, the LGB needs to establish clearly defined roles and build its M&E capabilities to effectively hold the school to account.</p> <p>Curriculum & Achievement – school enjoys ongoing success as a result of maintaining curriculum under continuous review (see priorities).</p> <p>Teaching and Development – there is a need to formalise the T&L development programme for all staff within a coherent strategy.</p> <p>Behaviour, Attitudes & Attendance – maintain and build on recent improvements on inclusive attendance practice through focus on positive pupil attitudes. Review behaviour of pupils during unstructured times, building more effective routines and expectations i.e. lunchtimes.</p> <p>Inclusion & Safeguarding – relationship and understanding of need for vulnerable pupils and those with SEND are strong. Focus on developing consistent QFT entitlement across the curriculum and across all classes.</p>	<ul style="list-style-type: none"> LGB self-evaluation Subject leader audits and action planning External/internal data Attendance data Review of lunchtime provision (June 25) SEND audit (Feb 25) 	<ul style="list-style-type: none"> Secure strong leadership capacity across all areas of school provision, inc. LGB. Ensure curriculum meets the needs of all pupils including those pupils with SEND. All teachers and staff are well trained to deliver the highest possible pupil outcomes. Attendance data is within the top 30% of schools nationally. Our most vulnerable pupils attend and achieve well from their starting points.

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 / PROGRESS REVIEW
Build on the recent restructure of the local governing board following academy conversion to refine the LGB focus on monitoring and evaluating outcomes across school improvement priorities.	<ol style="list-style-type: none"> Governing board self-evaluation – establish clear priorities for further development Establish termly focus of curriculum sub committees linked to school improvement priorities. Establish monitoring and evaluation activities and governor timetable for visits to school. 	N/A	<ol style="list-style-type: none"> LGB has clear idea of priorities for board over 12–24-month period and can demonstrate engagement with training in areas of need. Agendas and minutes from sub-committees shows clear focus on SIP priorities and impact on school improvement. 	Oct Feb May
Develop leadership capacity across the school through a clearly defined middle leadership team (MLT) structure for temporary TRL roles (x3)	<ol style="list-style-type: none"> Languages – focus on leadership of English with a further focus on oracy and writing + lead of humanities TEAM Pupil health & well-being – focus on establish clear overview of provision across all related areas of the curriculum and extended pupil opportunities. Mathematics – leadership of subject area + lead of STEM team 	£3600 + on costs	<ol style="list-style-type: none"> TLR appointments are based on clearly defined job descriptions. Appointed staff give regular reports of impact of role to LGB (through termly meetings). SLT recognise additional leadership capacity gained through roles and review annually. 	Sept Termly Termly report
Extend experience of DHT role to mitigate time commitment of HT withing Trust workflows.	<ol style="list-style-type: none"> To develop role as strategic lead for teaching & learning and staff development across the school. Establish M&E timetable & staff CPD planner each term and ensure tasks are completed as per timetables. Review and update related T&L policies where appropriate. Evaluate outcomes of tasks and refine CPD where appropriate. 	Temp additional salary point £2000	<ol style="list-style-type: none"> Develop M&E timetable ensuring planned activities are completed. Maintain clear records of M&E/CPD activities. Report on and demonstrate impact of M&E/CPD activities through termly reporting to LGB. 	Sept Half termly Oct/Feb/May

Promoting school values: <ul style="list-style-type: none"> ▪ Be positive ▪ Be proactive ▪ Be proud 	1. Aligning SIP with HLT values and mission statements 2. Promoting school achievements in termly celebration, school achievements newsletter – All staff to participate and ensure collection of celebration stories. 3. Communicate through HT report to LGB / parent newsletter/HLT newsletter	HT All staff SLT MLT	1. School Improvement Plan aligns school and Trust values – effectively promoting both to staff. 2. Staff extend their ability to articulate school values and promote across the school team / audience. 3. Key staff contribute to termly updates of school achievements celebrate at both school and Trust level.	Termly evidence reported to governors.
Update remaining policies in line with academy conversion and HLT alignment.	1. Review HLT policy matrix and updated policy list against current school-based policies. 2. Update remaining policies (yet to be updated) following academy conversion (see separate list with deadlines). 3. Present to LGB for ratification.	HT SLT HLT	1. Governors have evidence that all school policies align with or have been updated following academy conversion. 2. School is meeting all statutory policy expectations. 3. School is meeting all HLT policy expectations	Dec 25
TOTAL FUNDING COSTS:		£5600		

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

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
Languages: To review early reading arrangements and target more able readers beyond the universal level of provision within Little Wandle.	1. - Conduct audit of early reading provision and progress data (Sept 2025). 2. Identify more able readers via assessment & observation (Sept–Oct 2025). 3. Introduce extended reading & comprehension activities (Oct 2025 onwards). 4. CPD: Stretching fluent early readers (Nov 2025).	LG / KC CPD session/Staff release /Additional higher-level reading texts £600 VB consult - £2400	1. More able readers identified and supported 2. Monitoring: book looks (Dec 2025 & Mar 2026), pupil voice (Mar 2026). 3. End of year data shows increased % at greater depth.	Nov 2025. Mar 2026 EOY
Implement wider range of evidence led fluency interventions in partnership with English Hub & RtS.	1. Review/select fluency interventions with English Hub (Sept 2025). 2. Staff training in echo/repeated reading (Oct 2025). 3. Implement daily fluency drills (Nov 2025 onwards). 4. Coaching & fidelity checks (termly).	English Hub adviser time (free partnership). Staff meeting CPD time. No extra resources beyond existing reading sets.	1. All classes using fluency interventions consistently by Jan 2026. 2. Monitoring: learning walks (Feb & May 2026), fluency assessment data. 3. Pupils show measurable gains in WPM & prosody.	Jan 2026 Mar 2026
To develop focused intervention strategies to promote higher level writing skills across all KS2 classes.	1. Analyse writing data to identify greater depth gaps (Sept 2025). 2. Develop targeted writing interventions (Oct 2025). 3. CPD: Modelling advanced writing techniques (Nov 2025). 4. Implement interventions (Nov 2025–July 2026).	English Lead time. Staff meeting CPD slot. Photocopying of targeted resources (£50).	4. - KS2 pupils demonstrate improved sentence control & cohesion. 5. Monitoring: writing moderation (Dec 2025, Mar 2026, June 2026). 6. Increased % of pupils at greater depth in KS2 writing by July 2026.	Termly EOY
To further develop 'oracy' framework across all classes to support learning across the curriculum.	1. Map Voice 21 progression EYFS–Y6 (Sept 2025). 2. Staff training in structured talk (Oct 2025). 3. Integrate oracy routines into lessons (Nov 2025 onwards). 4. Monitor via learning walks & pupil voice (termly).	Oracy Champion release time. Voice 21 resources (£250). Staff meeting CPD slot.	1. All classes using structured talk routines 2. Monitoring: learning walks (Feb, May 2026), pupil voice (May 2026). 3. Pupils show improved vocabulary and sentence fluency in both speech and writing.	Jan 2026. EOY

STEM: To develop focused intervention strategies to promote higher level mathematics skills across all KS2 classes. To review computing curriculum and resourced provision following whole school switch to Chrome/Google Workspace.	1. Review unit planning across year groups to ensure clear and planned provision to sufficiently challenge higher ability mathematicians. 2. Observe practice half term alongside book looks and pupil conferencing to establish M&E judgements of provision for more able. 3. PPMs – target focus potential higher ability group.	KC – see M&E timetable SLT MC £2000	1. Increased levels of pupils on track for (aut/spr) achieving (sum) a higher standard in mathematics. 2. Teachers confident in strategies for promoting a high standard in mathematics across their curriculum.	Termly Aut 1
	1. Audit current planning & resource provision. Identify gaps and source suitable programmed to facilitate implementation planning. 2. Update implementation plan, including changing unit focus where insufficient resource dictate. 3. Staff training & support for staff new to year group.	MC MC / Teach Computing	1. Computing curriculum is fully resources within the Google Workspace. 2. All staff feel confident with changes of software and have successfully implement these across their teaching.	Spr 1 Ongoing
Humanities & Arts: Review the use of quizzing tools to support long term retention of subject knowledge in history & geography. Develop curriculum enhancement mapping for arts provision (music/art) across the school.	1. Establish current use of and quality of high frequency, low stakes quizzing in KS2 across history & geography. 2. Identify where improvements can be made or gaps across units of work and use dedicated PDM to engage all staff in use of quizzing tools <i>i.e. Kahoot / BLOOKET</i> 3. Ensure quizzing is linked to assessment arrangements within implementation plan and collect quizzing data to support EOU teacher assessment.	AB AB All teachers	1. Full suite of HF/LS quizzes available to support T&L across history and geography (KS2) units of work. 2. Implementation plans highlight/link to quizzes/mini assessments for ease of access. 3. Assessment data from quizzing is productive in supporting teacher assessment and supportive of long term retention of subject content evidence through pupil conferencing.	Nov Feb EOY
	1. Identify opportunities across planned curriculum for visits/visitors to enhance/promote the ‘arts’ across school. 2. Cost and arrange experiences across the year to ensure all classes enjoy at least one experience. 3. Update implementation planning to highlight new provision,	EM / GD EM / GD £1000 EM / GD	1. Pupils access an increased range of curriculum enhancements and enrichment opportunities that promote ‘the arts’ across the whole school curriculum for music & art. 2. Implementation plans highlight enhancements to secure longevity within curriculum delivery.	Report termly updates
Health & Well-being: Implement new SACRE / local agreed syllabus (for R.E.) across all classes.	1. Attend curriculum launch event for RE Today 2. Review curriculum organisation, implementation planning and unit overviews. 3. Consider additional support for planning i.e. NATRE and review assessment arrangements for reviewed unit plans. 4. M&E termly coverage of new unit plans, impact on pupil outcomes and teacher assessments.	LW / MC LW £1000 LW LW	1. The school is delivering the locally agree syllabus for R.E. 2. Implementation plans reflect any changes to previous curriculum. 3. Teachers are well supported with planning and teaching resources to deliver any changes to planned units of work.	Summer 2025 Sept/Oct Rev- Dec
TOTAL FUNDING COSTS:		£4000		



REGULAR REVIEW OF LEARNING / ASSESSMENT:

Exl 1. Daily practice

Exl 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 (KWL) 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.

Barak Rosenthal's
PRINCIPLES OF INSTRUCTION

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:

Exl 2. Present new material using small steps

Exl 4. Provide models

Exl 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.

Barak Rosenthal's
PRINCIPLES OF INSTRUCTION

LITERACY & NUMERACY:

- 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.
- Teachers plan to create opportunities to develop extended writing skills across the curriculum.
- 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.
- More effectively promote reading for pleasure through whole school Bookflix initiative.

Assessment

Support & Challenge

Literacy & Numeracy

Marking & Feedback

Learning, Teaching & MetaCOGNITION

Education Endowment Foundation

Modelled Practice

Metacognition & Self-Regulated Activity

Engagement & Independence

Questioning

Impact
JOURNAL OF THE CHARTERED COLLEGE OF TEACHING

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 and practice in light of *current research (2025/26)*... e.g. *task, subject/process, self-regulation & self*...
- 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:

Exl 3. Ask questions

Exl 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.

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GUIDING PRACTICE (ENGAGEMENT & INDEPENDENCE):

Exl 5. Guide pupil practice
Exl 7. Obtain high success rate
Exl 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...

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Teaching and Development

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
Develop Heap Bridge T&L training library of resources to support updated 'Teaching, learning and metacognition' priorities and action plan.	<ol style="list-style-type: none"> Update 'Teaching, learning and metacognition' priorities and action plan for next 3 year focus (2025-28). Plan foci for staff development across each term within the 'Professional Development Planner 2025/26. Develop individual PD packs to support staff development in each area (based on current research). Link to M&E timetable to ensure monitoring and evaluation of impact. 	SLT Staff PDMs SLT	<ol style="list-style-type: none"> 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. Staff have access to PD resources, links to further research and a clear understanding of school expectations, provision and practice across the school. Feedback of practice demonstrates consistency within whole school practice. 	Update termly Weekly Oct/Feb/May
Subject leader visits to other schools –	<ol style="list-style-type: none"> Develop a programme to give staff opportunities to visit other schools to view/review specific provision, i.e. SEND lead, English, EYFS... Develop triad links within Arch / HLT affiliate programme to support wider staff development in leadership areas. 	Cost of release Est: £2000	<ol style="list-style-type: none"> Subject leaders' report positive impact on their own professional practice and development. Can point to impact in practice through revised action planning. Review of cycle for following year targets different staff to cycle 1. 	Termly
TOTAL FUNDING COSTS:		£2000		

Behaviour, Attitudes & Attendance

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
Further develop pupils' independence in managing strong behaviour routines for transition throughout the school day.	<ol style="list-style-type: none"> Diner hall/movement on corridors, transitions (break times/lunch times), lines on playground to come in to school). SENDCO to review arrangements for pupils with SEND at busy times of the school day. 	EEF – Improving behaviour in schools KC to lead ALL STAFF	<ol style="list-style-type: none"> 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. 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 securing good attendance in 2024-25 to further promote strong attendance.	<ol style="list-style-type: none"> Develop more accessible and precise detail about the attendance of groups and individual pupils Create a positive communication strategy ensuring the attendance becomes a higher priority for all Develop personal action planning for pupils at or at risk of PA Create positive mindset with pupils to promote personal investment in improved attendance outcomes 	See Attendance Implementation Plan £1000	<ol style="list-style-type: none"> Pupils achieve attendance in inline with top 30% of schools nationally (an improvement on being in the bottom 30% in 2023-24) Pupils across all groups enjoy strong attendance when compared to national averages. 	Monitor weekly – Termly review & rep to LGB
TOTAL FUNDING COSTS:		£1000		

Inclusion & Safeguarding

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
To review teaching and learning strategies to support highest possible provision for pupils with SEND.	<ol style="list-style-type: none"> 1. Review EEF guidance and '5 a day' approaches in line with focus on developing adaptive teaching strategies. 2. Monitor impact of efforts to reduce stimuli within learning environments. Establish consistency in practice across school. 3. Review guidance on use of additional adults in the classroom and create staff training materials (for teachers and teaching assistants) to establish a shared understanding and common approach to support SEND across the school. 4. Review and refine CPD materials to create a shared resources for staff (inc new staff) within TEAMS. 	EEF guidance report (TAs) EEF – 5 a day See PD timetable and identified staff	<ol style="list-style-type: none"> 1. Review of practice and current research leads to revised professional development resources built in to the above noted 'Teaching, learning and metacognition' priorities and action plan. 2. Establish pupil voice and views on changes to learning environments. 3. Lesson observations show an improvement in adaptive teaching strategies, consistency in approach across the school and improved use and proficiency of additional adults. 	Autumn term Spri/Sum review of impact
To refine start and exit data and assessment arrangements for SEMH interventions across the school.	<ol style="list-style-type: none"> 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 / KiC See PPG strategy document for identified funding	<ol style="list-style-type: none"> 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
TOTAL FUNDING COSTS:		N/A		

Partners in supporting our school improvement priorities:

- HLT - Hollingworth Learning Trust (SEND affiliate programme, Welbee (staff well-being))
- Arch – Arch Collaborative (SEND 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)

