School Development Plan

2022-2023

The SDP for 2022/2023 is supported by additional action plans
(including subject leader action plans, the governors strategic plan & targeted plans)

School Development Plan 2022/23

Our Vision

Higher Failsworth Primary School's Vision is to learn, respect, enjoy, achieve and be healthy together.

-To create a happy learning environment which is warm, caring and welcoming
-To teach children to mix easily with other children and adults, and help them recognise the enjoyment and satisfaction to be gained from working with others.
-To help children develop a measure of independence, a sense of self-worth and the confidence to be self-critical; to encourage them to take increasing responsibility for their own learning and to become contributing, autonomous and self-motivated members of society.
-To help children develop confidence in co-operating, negotiating and seeing things from more than one point of view; to encourage confidence in exercising initiative.
-To foster awareness of their interaction with, and responsibility for, the immediate and wider environment.
-To offer all pupils equality of opportunity; to reflect and value cultural diversity and use it to enrich children's experience and understanding; to help recognise and counter discrimination and prejudice of all kinds.
-To establish an environment in which teachers, pupils, parents, carers, governors, other colleagues in education and non-teaching staff can work together to achieve this vision.

Aims

The aim of our SDP should be to ensure that we deliver on our vision for the school. With 'Working Together for an Education for Life' firmly embedded as our core purpose, we must turn to our commitments and consider what our areas for development are if we are to meet these.

Following a review of our Ofsted report in October 2017, as well as analysis and evaluation of other information including outcomes, we have identified four key priorities for 2022/23 which are writing, monitoring the curriculum, developing subject leaders and the provision for children with speech and language needs.

Within this document, and other supporting documents, you will read about our actions and strategies to deliver on these priorities. Everybody has a role to play as we know our improvement will be stronger if we do it together as #TeamHFPS.

Samantha Forster
Head Teacher

Previous Data

Early Years Foundation Stage

GLD	2017	2018	2019	**2020** (predicted)	2021 (predicted)	**2022**	**2023**
School	67	61	78.3	87	72.9	68.2	
Oldham	64	64	68.2			59.9	
National	71	72	71.8			65.2	

Y1 Phonics screening

	2017	2018	**2019**	**2020** (predicted)	2021 (predicted)	**2022**	**2023**
School	67	76	76.9	72	47	44.7	
Oldham	77	78	79.1			73.1	
National	81	82	81.9				

KS1

		2017	2018	2019	2020 (predicted)	2021 (predicted)	2022	2023
Reading	School	63	76.3	77.6	75	67	64.9	
	LA	69	68.8	71.1			61.3	
	National	76	75	74.9			66.9	
Writing	School	58	64.4	71.4	67	56	52.6	
	LA	61	64	64.7			48.7	
	National	68	70	69.2			57.6	
Maths	School	78	69.5	71.4	75	65	57.9	
	LA	69	70	70.7			61.3	
	National	75	76	75.6			67.7	

KS1 Greater Depth

		2018	**2019**	**2020**	**2021** (predicted)	**2022**	**2023**
Reading Greater Depth	School	25.4	26.5	N/A	19	0	
	LA	17.2	17.2			9.5	
	National		25			18	
Writing Greater Depth	School	16.9	18.4	N/A	15	0	
	LA	10.9	9.5			2.4	
	National		14.8			25.6	
Maths Greater Depth	School	15.3	24.5	N/A	17	0	
	LA	15.4	15.4			8.2	
	National		21.7			25.6	

KS1 Combined

	2018 RWM	2018 RWM Greater depth	2019 RWM	2019 RWM Greater depth	2022 RWM	2022 RWM Greater depth	2023 RWM	2023 RWM Greater depth
School	57.6	10.2	67.3	12.2	47.4	0		
LA	59.3	7.8	60.8	7	45.3	1.6		
National			64.9	11.2	64.9	25.6		

KS1 Science

	2018	2019	2022	2023
School	84.7	71.4	63.2	
LA	76.3	76.2	69.6	
National		82.3	77.1	

KS2 Science

	2018	2019	2022	2023
School	75	81.4	88.3	
LA	80.5	80.1	71.6	
National		83	79	

KS2

		2017	2018	2019	2020 (predicted)	2021 (predicted)	2022	2023
Reading	School	58	62	64.4	68.3	78	70	
	Oldham	67	71	69.4			70.8	
	National	71	75	73			74	
Writing TA	School	73	66	74.6	75	56	68.3	
	Oldham	77	76	74.9			60.2	
	National	76	78	78			69	
Maths	School	63	65.4	74.6	75	74	66.7	
	Oldham	74	76.4	78.3			66.3	
	National	75	76	79			71	
SPAG	School	86	59.6	78	N/A	68	70	
	Oldham	77	79	78.6			70.2	
	National	77	78	78			72	

KS2 Greater Depth

		2018	2019	2020	2021 (predicted)	2022	2023
Reading Greater Depth	School	11.5	13.6	N/A	36	16.7	
	LA	23.2	22.4			23	
	National		27			27.8	
Writing Greater Depth	School	3.8	10.2	N/A	N/A	0	
	LA	15.5	15.9			5.1	
	National		20			12.8	
Maths Greater Depth	School	7.7	10.2	N/A	26	3.3	
	LA	19.3	22.4			16.7	
	National		27			22.4	
SPAG Greater Depth	School	19.2	22	N/A	18	18.3	
	LA	33.6	34.4			24	
	National		36			28.2	

KS2 Combined

	2018 RWM	2018 RWM Greater depth	2019 RWM	2019 RWM Greater depth	2022 RWM	2022 RWM Greater depth	2023 RWM	2023 RWM Greater depth
School	48.1	0	57.6	3.4	60	0		

LA	62.8	6.3	62.7	7.3	51.4	3.1	
National			65	10	59	7.2	

Overview of Key Priorities of School Development Plan 2022 - 2023			
Ofsted Key Judgement	**Key Performance Priorities**	**Key Performance Indicators**	**Sources of evidence which help reviewers assess Impact**
Quality of Education	Improve attainment in writing (including greater depth) across key stages by; ● Percentage of children reaching the expected standard within each year group increases ● Moderation and monitoring supports the school's view of the quality of the teaching of writing ● Monitoring identifies consistently good teaching, evidencing the implementation of the agreed protocol, high expectations and consistency ● Pupil progress evidence throughout the year shows that the vast majority of pupils remain on track to meet the end of year expectations. ● Interventions are in place and are having a positive impact on target groups to bridge the gaps ● Specific training and development needs continue to be identified as the year progresses ● GREATER DEPTH Ensure that the wider curriculum design enables skills progression and supports sustained learning and development by; ● Embed the curriculum skills progression across the key stages. (planning) ● Effective monitoring strategies demonstrates clear triangulation between intent, implementation and impact	Attainment to sustain to be in line with NAT. FFT to be used in pupil progress meetings to identify children at risk of not reaching NAT. Data to be used and analysed in a way to support teachers' understanding of gaps. Writing interventions to be personalised to meet the individual childrens' gaps. The curriculum demonstrates it is purposeful and meets the needs of the community we serve. Data shows that children retain the key knowledge needed for each subject. Monitoring demonstrates progress over time. Data to be used and analysed in a way to support teachers' understanding of gaps. Word walls to be used across school including key subject specific vocabulary.	Consistent approach to writing in each key stage Pupil progress data FFT aspire data HT reports Subject leader reports Follow writing skills progression Monitoring evidence - work scrutiny, pupil voice, lesson observations Improved attainment Subject intent, implement and impact information Deep dive feedback Book scrutinies/monitoring Observations Pupil voice

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	- Monitoring evidence shows that pupils retain key knowledge over time. - Curriculum intent is based on solid research which includes the context of the school and the community it serves - Pupils understand how the skills they are taught help them in their learning. - Interconnectivity between subjects supports a joined up learning narrative and deeper level of learning - Learning experiences are engaging,interconnected and memorable - Subject leadership and professional development has a positive impact on improving standards - Monitor assessment Further improve attainment in maths so there is an increase in children achieving age related expectations within each cohort including greater depth by; - Percentage of children reaching the expected standard within each year group increases - Mastery interventions improve outcomes - Use of maths talk- sentence stems - Working walls - Mastering Number embedded in EYFS/KS1 - Greater depth specifically taught To improve phonics results to be in line with Oldham and national results by; - looking at TA deployment (and teachers with relevant experience) - Phonics tracking is accurate and is used to evaluate provision 1:1 Interventions and small group phonics	Attainment to sustain to be in line with NAT. FFT to be used in pupil progress meetings to identify children at risk. Data to be used and analysed in a way to support teachers' understanding of gaps. All reception, year 1 and year 2 classes continue to embed the 'Mastering Number' programme with a focus on basic number facts. Maths boosters to be personalised to meet the individual childrens' gaps. Working walls to be used across school. Planning considers children working at greater depth Attainment to improve to be back in line with Oldham. Data to be used and analysed on a half termly basis to make sure children are making progress and children can be identified for interventions. Parents/carers are informed on how to teach phonics in school. Interventions are monitored to check for progress.	FS, KS1 and KS2 data Cohort data from FFT Lesson observations/drop ins Children's language Pupil voice Evaluations of Mastering number programme Data Tracking Intervention feedback Parents information

	sessions ● Extra afternoon whole class phonics sessions in year 1 (10 minutes) ● Use of pinny time in EYFS/Year 1 improves knowledge ● Phonics provision - for home/ parent knowledge/ independent in school To improve outcomes for all pupils with speech and language needs by; ● Considering TA deployment to focus on supporting children with these needs ● Speech and Language training for all staff - speech sounds, vocabulary and Wellcomm ● High quality talk training ● Create a communication friendly environment throughout school	Identified speech and language interventions	Staff voice Staff training Performance Management Wellcomm data Elklan activities (mainly Nursery) NELI data Intervention plans evaluated
Ofsted Key Judgement	**Key Performance Priorities**	**Key Performance Indicators**	**Evaluating Impact**
Behaviour and Attitudes	Continue to improve the provision offered for children with social and emotional difficulties by: ● Creating and sustaining the development of personalised plans. ● Increasing the range of interventions available to support childrens' needs. ● Improving the communication of the inclusion team. ● Further developing the mental wellbeing strategies offered in school. ● Liaising with parents and carers effectively. Continue to focus on improving attendance and punctuality for all families so that disruption is minimised by; ● Enabling every child in our school to have good attendance and come to school every day. ● Working with particular families to improve the punctuality of identified families.	Positive handling plans and personalised behaviour plans to be generated and shared. Regular meetings to be held with key adults to update the provision of individual children. Vulnerable pupils meetings to be held each term and actions to be completed in a timely manner. Intervention timetable and TA timetables to be monitored and edited to meet children's needs. Social workers, early help and attendance advisors work together to support identified families to come to school and on time. Place2Be project manager supporting particular parents/carers.	Behaviour incidents monitored Vulnerable pupils meeting notes Identified interventions evaluated Attendance data for specific families/groups of children Meetings with LA officer Record of home visits Identified persistent absentees action plans Record of meeting and support offered to families

	● Reduce the percentage of children classed as persistent absentees. ● Reduce the amount of education missed due to minutes late in a morning.	Persistent absentees identified and clear actions in place for these families. LA attendance officer working more closely with school to reduce absence and persistent absentees. Children who are regularly late to school are identified and plans put in place to support families.	Number of lates reduced over time
Ofsted Key Judgement	**Key Performance Priorities**	**Key Performance Indicators**	**Evaluating Impact**
Personal Development	Use the Creating Active Schools Framework (CAS) to promote and enhance physical development to embed physical activity at the heart of the school's ethos. Continue to develop a whole school approach to mental health and wellbeing across both staff and pupils by: ● Have regular days with a focus on mental health ie; Time2Talk Day, Kindness Day. ● Having an open approach to asking children about how they feel, what is going on for the children both in school and at home. ● Having targeted social and emotional interventions across school. ● Targeting children to attend Place2Be for 1:1 sessions and encouraging children to refer themselves to the drop in service. ● Encouraging Staff to use Place2Be for Time2Talk sessions supporting their own mental health, alongside the employee support programme. ● Staff room display that includes information and celebration.	Improved physical and mental health Increased concentration Improved attainment encourage socialisation and collaboration Children are more resilient after what has been a very difficult couple of years. Children recognise and can reflect on their feelings and know it is ok to have these feelings. Children are able to have a tool kit of how to manage and regulate their own emotions. A graduated response is applied to when supporting children with their own mental health. Staff feel that they have somewhere to go in school to talk about their own worries and feelings that are confidential. Staff can celebrate the achievements of others and help to support each other.	Whole school practice and ethos for physical activity CAS audit completed Profile toolkit completed, action plan created and evaluated. Children are accessing the right level of support for their mental health in a step up step down approach. Children know that they can make mistakes and come back from them without feeling they can't cope. Staff feel empowered to help themselves when they are struggling with their mental health, but also know there are other people around to support them. All staff know about the employee assistance program which is provided through the LA and the Education Mutual service which is a private service which we invest in.
Ofsted Key Judgement	**Key Performance Priorities**	**Key Performance Indicators**	**Evaluating Impact**
Leadership and Management	To develop confident and effective leaders across school by; ● Understanding and ownership of responsibilities ● Identify CPD for individuals and whole school	Unit leaders to understand data across their unit. Unit leaders to know the interventions across their unit.	Action plans CPD logs Data Evaluated interventions

	• Ability to talk about their subject/unit etc • CPD opportunities for subject leaders • Subject leadership and professional development has a positive impact on improving standards • Coaching is used as a model to bring about positive change and improvement in others To develop the governing body so they all understand their role and carry this out effectively.	Subject leaders to have a good understanding of their subject across the school. Subject leaders to monitor the curriculum and have a good understanding of their subject. All governor positions are appointed to. Governor training shared.	
Ofsted Key Judgement	**Key Performance Priorities**	**Key Performance Indicators**	**Evaluating Impact**
Quality of Early Years Education	Enhance the outdoor provision by; • ensuring there is a balance of child led and adult led tasks. • provide children with opportunities to build upon their skills across the areas of learning in the EYFS such as PSED, PD and EAD Improve phonics attainment in early years.	Actions lead to improved outcomes for all children across EYFS. GLD outcomes rise to meet NAT in some areas of learning. Early Baseline assessments provide a clear starting point for all children Groups are quickly identified Use of the RWI 'A Strong start in Reception' timetable for Phonics Groups are regularly assessed for group fluidity 1:1 Phonics is provided regularly for those identified as below expected level	Provision monitoring Resources /opportunities are reviewed and purchased when possible/necessary Data/assessments Tracking Planning
	Teachers are focussing on gross motor control by embedding it in the different areas in the environment and in planning Implement early interventions to close the gaps including NELI, write from the start	Children identified for extra support with body core active and exercises PE SPLAY support sessions each week provides physical activities to develop gross motor skills Children are identified for interventions/ boosting who are carefully planned, implemented and evaluated All children are assessed in NELI and then key groups identified Children then receive group and 1:1 sessions	Actions lead to improved outcomes for all children in Physical Development Intervention feedback Assessments/data Session recording notes Tracking

		Through early writing activities children are identified for further support with fine motor skills /pencil control	