



School Development Plan

2024-2025

The SDP for 2024/2025 is supported by additional action plans
(including subject leader action plans, the governors strategic plan & targeted plans)



School Development Plan 2024/25



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 July 2024, as well as analysis and evaluation of other information including outcomes, we have identified three key priorities for 2024/25 which are implementing the curriculum, engagement of families with attendance and improving the outcomes of pupils with SEND. 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	2024
School	67	61	78.3	87	72.9	68.2	59.6	56.9
Oldham	64	64	68.2			59.9	62.8	63.6
National	71	72	71.8			65.2	67.2	67.6

Y1 Phonics screening

	2017	2018	2019	2020 (predicted)	2021 (predicted)	2022	2023	2024
School	67	76	76.9	72	49	44.7	75%	74.6
Oldham	77	78	79.1			73.1	77.2	76.9
National	81	82	81.9			75	79	79.7

KS1

		2017	2018	2019	2020 (predicted)	2021 (predicted)	2022	2023	2024 Teacher assessment
Reading	School	63	76.3	77.6	75	67	64.9	50.9	64
	LA	69	68.8	71.1			61.3	63.5	
	National	76	75	74.9			66.9	68	
Writing	School	58	64.4	71.4	67	56	52.6	41.5	54
	LA	61	64	64.7			48.7	54.8	
	National	68	70	69.2			57.6	60	
Maths	School	78	69.5	71.4	75	65	57.9	58.5	62
	LA	69	70	70.7			61.3	65.8	
	National	75	76	75.6			67.7	70	

KS1 Greater Depth

		2018	2019	2020	2021 (predicted)	2022	2023	2024 Teacher assessment
Reading Greater Depth	School	25.4	26.5	N/A	19	0	13.2	10
	LA	17.2	17.2			9.5	12	
	National		25			18	19	
Writing Greater Depth	School	16.9	18.4	N/A	15	0	5.7	2
	LA	10.9	9.5			2.4	3.7	
	National		14.8			25.6	8	
Maths Greater Depth	School	15.3	24.5	N/A	17	0	15.1	8
	LA	15.4	15.4			8.2	10.4	
	National		21.7			25.6	16	

KS1 Science

	2018	2019	2022	2023	2024
School	84.7	71.4	63.2	86.8	74
LA	76.3	76.2	69.6	72.9	
National		82.3	77.1	79	

KS2 Science

	2018	2019	2022	2023	2024
School	75	81.4	88.3	69.1	77.6
LA	80.5	80.1	71.6	76	74.9
National		83	79	80	81

Higher Failsworth Primary School

KS2

		2017	2018	2019	2020 (predicted)	2021 (predicted)	2022	2023	2024
Reading	School	58	62	64.4	68.3	78	70	61.8	67.2
	Oldham	67	71	69.4			70.8	69.3	69.7
	National	71	75	73			74	73	74
Writing TA	School	73	66	74.6	75	56	68.3	65.5	69
	Oldham	77	76	74.9			60.2	66	65.7
	National	76	78	78			69	71	72
Maths	School	63	65.4	74.6	75	74	66.7	65.5	70.7
	Oldham	74	76.4	78.3			66.3	69.3	70
	National	75	76	79			71	73	73
SPAG	School	86	59.6	78	N/A	68	70	67.3	67.2
	Oldham	77	79	78.6			70.2	71.1	71.3
	National	77	78	78			72	72	72

KS2 Greater Depth

		2018	2019	2020	2021 (predicted)	2022	2023	2024
Reading Greater Depth	School	11.5	13.6	N/A	36	16.7	29.1	22.4
	LA	23.2	22.4			23	23.4	22
	National		27			27.8	29	28
Writing Greater Depth	School	3.8	10.2	N/A	N/A	0	1.8	3.4
	LA	15.5	15.9			5.1	6.9	6.8
	National		20			12.8	13	13
Maths Greater Depth	School	7.7	10.2	N/A	26	3.3	9.1	15.5
	LA	19.3	22.4			16.7	18	17.9
	National		27			22.4	24	24
SPAG Greater Depth	School	19.2	22	N/A	18	18.3	12.7	27.6
	LA	33.6	34.4			24	28.9	28.9
	National		36			28.2	30	32

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	2024 RWM	2024 RWM Greater depth
School	48.1	0	57.6	3.4	60	0	49.1	1.8	55.2	1.7
LA	62.8	6.3	62.7	7.3	51.4	3.1	54.3	3.9	54.4	3.8
National			65	10	59	7.2	59	8	61	8

Overview of Key Priorities of School Development Plan 2024 - 2025			
Ofsted Key Judgement	Key Performance Priorities	Key Performance Indicators	Sources of evidence which help reviewers assess Impact
Quality of Education	<p>School's implementation of the curriculum to be in line with the intent created by the subject leader.</p> <ul style="list-style-type: none"> - LTP's to be followed. - MTPs to be broken down into learning journey's. - Sticky knowledge or key learning to be identified for each lesson. - Activities in lessons to support the learning of key knowledge. <p>School to have a rigorous assessment timetable embedded for core subjects.</p> <ul style="list-style-type: none"> ● Staff use writing assessments to support their judgements. ● End of module assessments to be completed in maths to highlight gaps in attainment. ● 6 week phonics assessments to be done and groups to be generated. ● KS2 Accelerated reader assessments to be completed in assessment windows to monitor progress. ● Core subject leaders to monitor assessments are done in a given time period. ● Broken down pre-key stage checklist to be used to monitor progress of those significantly below ARE on the SEND list with a main learning need of cognition and learning. 	<p>The curriculum demonstrates it is purposeful and meets the needs of the community we serve.</p> <p>Pupil voice shows that children retain the key knowledge needed for each subject.</p> <p>Monitoring demonstrates key links to the intended curriculum.</p> <p>A clear timetable of assessment which supports class teachers' onward planning</p> <p>Phonics training to continue to be offered to new and developing staff.</p> <p>Maths boosters to be personalised to meet the individual childrens' gaps.</p> <p>Attainment to sustain to be in line with NAT.</p> <p>Smartgrade to be used to support progress of data.</p> <p>Data to be used and analysed in a way to support teachers' understanding of gaps.</p> <p>Monitoring of pre-key stage checklists</p>	<p>Completed LTP/MTP for foundation subjects.</p> <p>Subject leader monitoring of assessment data, books and lessons.</p> <p>Whole school book monitoring 3 times a year for each subject.</p> <p>Writing assessments to be completed after each piece.</p> <p>Maths assessments completed.</p> <p>RWI groups progression/progress data</p> <p>Accelerated reader data.</p> <p>Discussions in pupil progress meetings.</p> <p>Subject leader monitoring of assessment data, books and lessons.</p> <p>Smartgrade end of term data.</p> <p>Pre-key stage checklists completed and updated over the year to show progress.</p>

	<p>To improve outcomes for all pupils from their starting points</p> <ul style="list-style-type: none"> ● Attainment to continue to improve and stay 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. ● Interventions are monitored to check for progress. ● Development of our school offer at wave 2. ● Gradual implementation of QFT non-negotiables throughout the school so that learning environments are consistent <p>To continue to improve phonics results to be in line with Oldham and national results</p> <ul style="list-style-type: none"> ● 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 sessions. ● Working with English Hub and RWI development days. ● Extra afternoon whole class phonics sessions in year 1 (10 minutes). ● Use of pinny time in EYFS/Year 1 improves knowledge. ● Training support for staff new to the teaching of phonics. ● Training support for all staff with the story book reading section of RWI. 	<p>Teachers to be equipped with skills in order to identify needs earlier on in education and implement purposeful interventions to address those needs.</p> <p>TAs will be utilised effectively.</p> <p>Intervention data will inform SENCO of what is not working.</p> <p>Classrooms will include QFT adjustments to the environment</p> <p>Staff will use the graduated response/neurodiversity checklist to identify strengths/barriers to target individual QFT adjustments</p> <p>New Key Stage 1/EYFS staff will be trained to ensure the quality of delivery. This will be done through our RWI development days and with our RWI leader in school.</p> <p>Teachers will use the assessment data of their group and class every 6 weeks and to inform their targeted teaching within the daily lessons.</p> <p>Year 1 to deliver at least 3 afternoon sessions per week until 80%+ are on track on the RWI programme.</p> <p>Teachers are to use the RWI portal to set home learning for targeted children.</p> <p>Interventions will ensure lowest 20% make good progress from their starting points</p> <p>Assessment data will highlight children not making good progress</p> <p>Focus on the development of the storybook part of the sessions.</p>	<p>Lesson observations with a focus on QFT reasonable adjustments.</p> <p>Assessment data.</p> <p>Edukey intervention data.</p> <p>QFT adjustments shared in pupil progress where children are flagged as not making progress</p> <p>RWI data tracker.</p> <p>Phonics screening data.</p> <p>Grouping lists.</p> <p>RWI development feedback and CPD logs.</p> <p>1:1 Intervention data.</p>
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	<p>To improve the SEND offer at wave 2 and wave 3:</p> <ul style="list-style-type: none"> • Teams to be created around the 4 broad areas of need so that TAs can focus on the quality of delivery within interventions. • Assessment cycle to be created to ensure interventions can be monitored and evaluated. • Baseline and assessment weeks to be included in the cycles to monitor start and end points. • Interventions directed at children’s main areas of need to offer targeted support. • Support plans to mirror Oldham’s SEN Support Plan template via EduKey with a focus of identifying strengths and barriers 	<p>Interventions are purposeful and are shown to have impact. Staff members are trained so they are confident and competent in the delivery of the interventions. All staff are trained in identifying strengths and barriers for children through the PINs project All staff are trained in adapting environments for children through the PINs project</p>	<p>Edukey Entry and exit assessments TA provision learning walks</p>
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Evaluation of Quality of Education:

Ofsted Key Judgement	Key Performance Priorities	Key Performance Indicators	Evaluating Impact
Behaviour and Attitudes	<p>Continue to improve the provision offered for children with social and emotional difficulties</p> <ul style="list-style-type: none"> • Create and sustain the development of personalised plans as appropriate. • Identify and evaluate appropriate interventions available to support childrens’ needs. • Work with external agencies as appropriate. • Liaising with parents and carers effectively. <p>Continue to focus on improving attendance through providing support to families</p> <ul style="list-style-type: none"> • Identify the barriers families have to attendance. • signpost families to external support and provide internal support as possible. 	<p>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. External agency advice is followed. Intervention timetable and TA timetables to be monitored and edited to meet children’s needs. SENCO and pastoral lead to have discussions regarding interventions to ensure SEMH interventions are happening.</p> <p>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.</p>	<p>Behaviour incidents monitored. External agency advice is put in place. Identified interventions evaluated.</p> <p>Attendance data for specific families/groups of children. Meetings with LA officer. Record of home visits. Identified persistent absentees and create action plan as required.</p>

	<ul style="list-style-type: none"> ● decrease the persistent absence figure across school. ● improve the general attendance of our identified vulnerable groups. ● decrease the persistent absences of the vulnerable groups across school. 	<p>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. All staff support the improvement of attendance and punctuality through conversations with families. DfE attendance hubs and district hubs to be attended by the attendance lead.</p>	<p>Record of meeting and support offered to families. Number of lates reduced over time. Studybugs data is analysed and shows an improvement.</p>
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Evaluation of Behaviours and Attitudes:

Ofsted Key Judgement	Key Performance Priorities	Key Performance Indicators	Evaluating Impact
<p>Personal Development</p>	<p>Continue to promote extracurricular activities.</p> <p>Develop pupils' understanding of the protected characteristics. Continue to promote the equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.</p> <p>My Happy Mind to be further embedded to allow for parental support as well as pupil support.</p>	<p>Club uptake is monitored and evaluated throughout the year.</p> <p>Assemblies to have a clear focus. Links to RSE/PSHE lessons as appropriate. Displays around school to promote the protected characteristics.</p> <p>Parents download and use the My Happy Mind app.</p>	<p>Large number of children accessing clubs. Pupils from all areas accessing clubs.</p> <p>Pupil voice.</p> <p>Pupils continue to develop strategies around self regulation. Parents to be able to support pupils at home.</p>

Evaluation of Personal Development:

Ofsted Key Judgement	Key Performance Priorities	Key Performance Indicators	Evaluating Impact
<p>Leadership and Management</p>	<p>To develop confident and effective leaders across schools</p> <ul style="list-style-type: none"> ● Leaders understand and take ownership of responsibilities. ● CPD is identified for individuals and the whole school. ● Leaders have the ability to talk about their subject/unit etc. ● CPD opportunities are available 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. <p>To continue to develop the governing body so they all understand their role and carry this out effectively. Governors assigned to responsibilities.</p>	<p>Unit leaders to understand data across their unit.</p> <p>Unit leaders know the interventions across their unit through conversations with the SENCO.</p> <p>Subject leaders to have a good understanding of their subject across the school.</p> <p>Subject leaders to monitor the curriculum and have a good understanding of their subject.</p> <p>Subject leaders to have conversation with other staff as appropriate to support and challenge.</p> <p>All governor positions are appointed to. Governor training shared. Skills Matrix completed by each governor</p>	<p>Action plans. CPD logs. Data.</p> <p>Governor Meeting Minutes Skills Matrix collated for all governors. Recruitment is targeted at gaps in skills.</p>
<p>Evaluation of leadership and Management:</p>			
Ofsted Key Judgement	Key Performance Priorities	Key Performance Indicators	Evaluating Impact

<p>Quality of Early Years Education</p>	<p>Enhance the indoor provision in the ‘finding out fun house’ to provide a range of open ended opportunities to meet children’s developing need across the year by:</p> <ul style="list-style-type: none"> • auditing resources and purchasing outstanding resources • observe the effectiveness of each area and the level of engagement of the children and ensure areas are providing opportunities for children to develop skills from across the curriculum. • developing a bank of key resources relating to the foundation stage areas of learning. • support staff to further develop interactions and develop a balance of adult led and child led provision. <p>To improve reading outcomes in early years by:</p> <ul style="list-style-type: none"> • using baseline data and grouping children • early intervention for identified pupils • high quality phonics sessions • 1:1 phonics sessions for pupils identified as woking below • reading given high priority in classrooms with quality text shared daily fostering pupils love of reading • increasing parental engagement in reading at home <p>Implement early interventions to close the gaps and improve outcomes for pupils communication and language</p> <ul style="list-style-type: none"> • All children are assessed in NELI in spring half term • All children Wellcomm screened by half term and grouped. • Children then receive group and 1:1 sessions • Children are then reassessed • Weekly vocabulary shared in each lesson and with parents. Adults to model language use 	<p>Actions lead to improved outcomes for all children across the EYFS.</p> <p>Levels of engagement with the areas are high and purposeful learning is evident during observation.</p> <p>GLD outcomes rise to meet NAT in some areas of learning.</p> <p>Baseline assessment identifies key priorities in reading for the cohort.</p> <p>Phonics assessments show progress of key groups</p> <p>Pupil data shows gaps in knowledge closing for pupils accessing 1:1 sessions</p> <p>Reading logs show greater parental engagement</p> <p>Data/assessment shows more pupils achieving GLD in reading words.</p> <p>Raised attainment in GLD communication and language.</p> <p>Children’s communication and language in interactions has improved and children have improved their understanding of new vocabulary.</p>	<p>Resources audited and purchased where possible/when necessary.</p> <p>Observations of engagement within each area</p> <p>Monitoring of provision</p> <p>Data/assessments</p> <p>Data/assessments</p> <p>Tracking</p> <p>Planning</p> <p>Intervention feedback</p> <p>Parental session attendance</p> <p>Pupil progress and tracking</p> <p>Data/assessment</p> <p>Environment observation</p> <p>Planning</p>
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	<ul style="list-style-type: none"> • High quality adult/child interactions focusing on language development • Blank level questioning bubbles in provision areas to support adult to child questioning. <p>To develop early writing and improve writing outcomes in early years by</p> <ul style="list-style-type: none"> • developing fine and gross motor skills through daily sessions including dough disco, scribble and wiggle, ribbon dance. • high quality fine motor opportunities in provision • development of Drawing Club with a key focus for development in drawing and writing skills • developing writing tool kits for areas of provision to encourage mark making in all areas. • identified children working below expected in gross and fine motor to be assessed on OT motor skills development and interventions put in place. 	<p>Observed adult interactions model high quality language.</p> <p>Provision areas promote language and communication.</p> <p>Children’s gross and fine motor development has improved and is evident in pupils' pencil grip and letter formation.</p> <p>Provision areas contain writing/mark making opportunities.</p> <p>Drawing club planning shows clear progression in skills.</p> <p>Identified children improve fine and gross motor skills.</p>	<p>Assessment/data</p> <p>Pupil tracking</p> <p>Assessments on jungle journey</p> <p>Percentage of pupils achieving GLD in physical development and writing.</p> <p>Environment observations</p> <p>Pupil engagement in mark making during provision</p>
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Evaluation of Quality of Early Years Education: