



School Development Plan

2025-2026

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



School Development Plan 2025/26



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 2025/26 which are implementing the adaptations to the curriculum, strengthening assessment to enhance EYFS progress and continue to improve 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	2022	2023	2024	2025			2022	2023	2024	2025
School	68.2	59.6	56.9	52		School	44.7	75%	74.6	67
Oldham	59.9	62.8	63.6	63.1		Oldham	73.1	77.2	76.9	76.9
National	65.2	67.2	67.6	68.3		National	75	79	79.7	

Y1 Phonics screening

KS1 KS1 Greater Depth

		2022	2023	2024 Teacher assessment	2025 Teacher assessment			2022	2023	2024 Teacher assessment	2025 Teacher assessment
Reading	School	64.9	50.9	64	65	Reading Greater Depth	School	0	13.2	10	16
	LA	61.3	63.5				LA	9.5	12		
	National	66.9	68				National	18	19		
Writing	School	52.6	41.5	54	58	Writing Greater Depth	School	0	5.7	2	2
	LA	48.7	54.8				LA	2.4	3.7		
	National	57.6	60				National	25.6	8		
Maths	School	57.9	58.5	62	67	Maths Greater Depth	School	0	15.1	8	11
	LA	61.3	65.8				LA	8.2	10.4		

	National	67.7	70			National	25.6	16	
--	----------	------	----	--	--	----------	------	----	--

KS1 Science (teacher assessment)

	2022	2023	2024	2025
School	63.2	86.8	74	68
LA	69.6	72.9		
National	77.1	79		

KS2 Science (teacher assessment)

	2022	2023	2024	2025
School	88.3	69.1	77.6	68
LA	71.6	76	74.9	77.5
National	79	80	81	81.7

KS2**KS2 Greater Depth**

		2022	2023	2024	2025				2022	2023
Reading	School	70	61.8	67.2	55		Reading Greater Depth	School	16.7	29.1
	Oldham	70.8	69.3	69.7	70.5			LA	23	23.4
	National	74	73	74	75			National	27.8	29
Writing TA	School	68.3	65.5	69	53.3		Writing Greater Depth	School	0	1.8
	Oldham	60.2	66	65.7	67.6			LA	5.1	6.9
	National	69	71	72	72.2			National	12.8	13
Maths	School	66.7	65.5	70.7	68.3		Maths Greater Depth	School	3.3	9.1
	Oldham	66.3	69.3	70	71.1			LA	16.7	18
	National	71	73	73	74			National	22.4	24
SPAG	School	70	67.3	67.2	55		SPAG Greater	School	18.3	12.7

Higher Failsworth Primary School

	Oldham	70.2	71.1	71.3	72.4		Depth	LA	24	28.9
	National	72	72	72	72.6			National	28.2	30

KS2 Combined

	2022 RWM	2022 RWM Greater depth	2023 RWM	2023 RWM Greater depth	2024 RWM	2024 RWM Greater depth	2025 RWM	2025 RWM Greater depth
School	60	0	49.1	1.8	55.2	1.7	40	0
LA	51.4	3.1	54.3	3.9	54.4	3.8	57.2	4.4
National	59	7.2	59	8	61	8	62.1	8.4

Overview of Key Priorities of School Development Plan 2025 - 2026

Ofsted Key Judgement	Key Performance Priorities	Key Performance Indicators	Sources of evidence which help reviewers assess Impact
Quality of Education	School's implementation of the curriculum to be in line with the intent created by the subject leader. - LTPs and MTPs to be followed. - Sticky knowledge or key learning to be identified for each lesson and followed by all staff. - Activities in lessons to support the learning of key knowledge. - Intent and implementation for subjects which have changed to be created and shared. School to continue to embed a rigorous assessment timetable for core subjects. • End of module assessments to be completed in maths to highlight gaps in attainment.	The curriculum demonstrates it is purposeful and meets the needs of the community we serve. Pupil voice shows that children retain the key knowledge needed for each subject. Monitoring demonstrates key links to the intended curriculum. A clear timetable of assessment which supports class teachers' onward planning Phonics training to continue to be offered to new and developing staff.	Completed LTP/MTP for foundation subjects. Subject leader monitoring of assessment data, books and lessons as appropriate. Pupil voice opportunities. Writing assessments to be completed after each piece. Maths end of module assessments completed. RWI groups progression/progress data Accelerated reader data.

	• 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. • Reading and maths have termly assessments which are broken down to allow staff to highlight specific gaps in learning. To continue to improve phonics results to be in line with Oldham and national results • Phonics tracking is accurate and is used to evaluate provision using the online assessment system. • 1:1 Interventions and small group phonics sessions. • Working with English Hub and RWI development days and implementing our own RWI monitoring 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 and tutoring for those going on maternity leave • Training support for all staff with the story book reading section of RWI.	Maths boosters are personalised to meet the individual children's gaps. Attainment to sustain to be in line with NAT. Smartgrade to be used to support progress of data. Data to be used and analysed in a way to support teachers' understanding of gaps. Monitoring of pre-key stage checklists 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. Teachers will use the assessment data of their group and class every 6 weeks and to inform their targeted teaching within the daily lessons. Class overviews to be given 6 weekly with identified gaps. Teachers are to use the RWI portal to set home learning for targeted children. Interventions will ensure children who are not on track make good progress from their starting points Assessment data will highlight children not making good progress Focus on embedding the storybook part of the sessions.	Discussions in pupil progress meetings. Subject leader monitoring of assessment data, books and lessons. Smartgrade end of term data. Pre-key stage checklists completed and updated over the year to show progress. RWI data tracker. Phonics screening data. Grouping lists. RWI development feedback and CPD logs. 1:1 Intervention data.
--	--	---	---

	To continue to embed the SEND offer at wave 2 and wave 3: - Teams grouped around the 4 broad areas of need so that TAs can focus on the quality of delivery within interventions. - Assessment cycle to be embedded following an assess, plan, do, review cycle. - Interventions directed at children's main areas of need to offer targeted support.	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.	Edukey Entry and exit assessments TA provision learning walks
--	--	--	--

Evaluation of Quality of Education:

Implementation of Curriculum:

Assessment: Assessment Timetable

Phonics: PSC data remained 66% this year which mirrored last year's results. This cohort had 51.7% who achieved GLD. The previous year had 57% GLD so this was a marked improvement from baselines leaving Reception. We have worked with English Hub this year to ensure the quality of the teaching maintained and new staff members were trained appropriately including external training attended by teachers and TAs.

SEND offer at wave 2 and wave 3: The APDR cycles are well embedded within school over 3 terms where teachers and TAs follow an SEN calendar around implementation of targeted support and reviewing.

Ofsted Key Judgement	Key Performance Priorities	Key Performance Indicators	Evaluating Impact
Behaviour and Attitudes	Continue to focus on improving attendance through providing support to families - Identify the barriers families have to attendance. - signpost families to external support and provide internal support as possible. - decrease the persistent absence figure across school.	Social workers, early help and attendance advisors work together with school to support identified families to come to school and on time. Regular discussions with parents Use of Attendance contracts Place2Be project manager supporting particular parents/carers.	Attendance data for specific families/groups of children. Meetings with an LA officer. Identify persistent absentees and create action plans as required. Record of meeting and support offered to families. Number of lates reduced over time.

	- improve the general attendance of our identified vulnerable groups. - decrease the persistent absences of the vulnerable groups across school.	Arranged coffee mornings, hosting parent support groups, early help partnership officer present at parents evening 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.	Studybugs data is analysed and shows an improvement.
--	---	---	---

Evaluation of Behaviours and Attitudes:

Attendance data has been evaluated for all groups of pupils and whole school data. We have held target support meetings that have taken place every half term with the LA attendance officer, attendance of pupils under 90% discussed and support/intervention discussed/ monitored and actioned, and we have issued improvement notices to repeated families who have stopped engaging. Meetings with parents have taken place to discuss barriers to low attendance and punctuality issues addressed have taken place as needed and support offered with signposting to further support if necessary.

This year we have reduced the number of FPN issued compared to last year, we have kept messages clear and consistent regarding family holidays being taken during term time. Attendance lead has continued to attend the district hub meetings held termly. Staff continue to be supported by the attendance lead to address attendance issues as early as possible with parents/carers. Class teachers have daily/weekly/termly attendance alerts sent to them using the studybugs app to monitor individual pupils in their class.

Ofsted Key Judgement	Key Performance Priorities	Key Performance Indicators	Evaluating Impact
Personal Development	- Promote positive mental health, emotional wellbeing, and healthy lifestyle choices through curriculum, assemblies, and targeted support. - Strengthen pupil voice and provide leadership opportunities (e.g., school council, eco leaders, peer mentors) to encourage active citizenship.	Promote positive mental health, emotional wellbeing, and healthy lifestyle choices - Pupil surveys show increased confidence in knowing how to keep healthy (physical and mental). - All classes receive age-appropriate wellbeing curriculum/assembly inputs each term.	Wellbeing & Healthy Lifestyles – pupil surveys, attendance at wellbeing groups, curriculum/assembly records, reduced wellbeing/behaviour incidents. Pupil Voice & Leadership – minutes/records of pupil councils, evidence of pupil-led projects, pupil interviews, increased leadership participation.

	● Embed consistent opportunities for pupils to develop resilience, independence, and responsibility. ● Strengthen SMSC provision to deepen respect, tolerance, and understanding of diversity. ● Ensure equity of access to personal development for disadvantaged and SEND pupils. ● Broaden and deepen extracurricular provision to ensure high participation and engagement from all pupil groups, with a focus on equity and quality of experience in KS2.	● Targeted interventions (e.g., nurture groups, ELSA support) show positive impact in pupil progress reviews. Strengthen pupil voice and provide leadership opportunities ● Active pupil leadership roles established and sustained (e.g., school council, eco leaders, play leaders). Embed opportunities for resilience, independence, and responsibility ● Teachers plan and deliver regular opportunities for pupils to take ownership of their learning. ● Pupil voice and teacher observations show improvement in resilience and independence over the year. ● Increased participation in challenges, problem-solving tasks, and leadership roles. Strengthen SMSC provision to deepen respect, tolerance, and diversity ● Curriculum mapping shows explicit SMSC opportunities across all year groups. ● Behaviour and safeguarding records evidence positive attitudes towards diversity and respect. ● Pupils demonstrate understanding of British Values and respect in pupil voice and assemblies. Ensure equity of access for disadvantaged and SEND pupils ● Monitoring shows disadvantaged and SEND pupils participate in enrichment at levels comparable to peers.	Resilience & Independence – lesson observations, pupil work showing perseverance, self-assessments/reflections, case studies of improved confidence. SMSC & Diversity – curriculum mapping, displays and pupil work, pupil interviews on British Values, low incidents of discrimination. Enrichment & Extracurricular – registers of clubs/trips, participation data, pupil/parent surveys, case studies, staff evaluations. Aspirations & Careers (KS2) – records of events/visitors, pupil voice before/after, curriculum links to careers, displays/learning journals. Equity of Access – participation tracking by group, subsidised/adjusted provision, case studies, reports to governors. Broader Extracurricular (KS2) – participation data, KS2 pupil feedback, targeted provision (sports/arts/STEM), case studies linking to engagement.
--	---	--	--

		- Barriers to participation identified and addressed (e.g., funding, accessibility). - Impact of participation on engagement, attendance, and progress evidenced in data. Broaden and deepen extracurricular provision (KS2 focus) - Increase in number and range of extracurricular opportunities tailored to KS2 interests. - Pupil feedback evidences high quality, enjoyment, and personal growth from extracurricular experiences.	
--	--	--	--

Evaluation of Personal Development:

Ofsted Key Judgement	Key Performance Priorities	Key Performance Indicators	Evaluating Impact
Leadership and Management	To continue to develop and embed confident and effective leaders across schools. - 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. To continue to develop the governing body so they all understand their role and carry this out effectively.	Unit leaders to understand data across their unit. Unit leaders know the interventions across their unit through conversations with the SENCO. Subject leaders to have a good understanding of their subject across the school. Subject leaders to monitor the delivery of their subject. Subject leaders to have conversation with other staff as appropriate to support and challenge. Subject leaders to understand the early foundations of their subject and how it fits into the EYFS framework. Subject leaders to attend the relevant networking opportunities. All governor positions are appointed to. Governor training shared.	Action plans. CPD logs. Data. Pupil voice interviews. Governor Meeting Minutes Skills Matrix collated for all governors.

	Governors assigned to responsibilities.	Skills Matrix completed by each governor	Recruitment is targeted at gaps in skills. Minutes from meetings on governor hub.
--	---	--	--

Evaluation of leadership and Management:

Ofsted Key Judgement	Key Performance Priorities	Key Performance Indicators	Evaluating Impact
Quality of Early Years Education	To improve EYFS staff knowledge and understanding of assessment expectations at set assessment points of the year. - Staff are clear on the expectations for the different stages of children's development. - Assessment document to clearly outline the expectations at different assessment points in the year - Staff are confident to observe pupils and talk about the learning taking place. - Staff make accurate judgements that reflect pupils' attainment. - Staff utilise assessment data to inform future planning. To provide high quality early intervention for pupils who are working below the required standards. - Staff confident using assessment data to identify areas/pupils of concern. - All children Wellcomm screened by half term and grouped. - SEND children identified and concerns discussed with SENDCO and actions put in place To strengthen the continuous provision offer in EYFS by - Having clear curriculum links to key knowledge and skills needed in KS1.	Staff have a secure understanding of assessment expectations in EYFS. Staff follow the assessment booklet created to make accurate judgements for pupils attainment in EYFS. Observations and discussions with staff show good understanding of assessment expectations of pupils. Planning shows evidence of using assessment to inform future planning. Raised GLD attainment. Staff have identified children after data input and interventions/actions put in place. Wellcomm screen completed by October half term and repeated at February half term. Identified children have support plans in place with appropriate provision. Raised GLD attainment. Actions lead to improved outcomes for all children across the EYFS.	Assessment data Assessment document Staff discussions Pupil progress. Data Pupil progress Staff discussions Data Pupil progress Observations

	- Increasing pupil engagement in provision is high with purposeful learning being observed. - Ensuring staff are confident interacting and engaging with pupils and enhancing vocabulary around the areas of understanding the world in line with the wider school curriculum. To develop subject leaders' knowledge and understanding of the fundamental skills developed in EYFS and how these provide the foundation for each subject. - Subject leaders to develop knowledge of their subject skills and how these are developed in EYFS. - Subject leaders to develop knowledge of how their subject is covered through provision in EYFS. - Strong foundations for each subject are established in EYFS. To implement Read Write Inc. 'Making a Strong in EYFS' and improve phonics and early reading outcomes in EYFS by - staff having a strong understanding of making a strong start and implementing this in a timely manner - providing early intervention for identified pupils - teaching high quality phonics sessions - providing 1:1 phonics sessions for pupils identified as working below - reading given high priority in classrooms with quality text shared daily fostering pupils love of reading - increasing parental engagement in reading at home	Levels of engagement with the areas are high and purposeful learning is evident during observation. Progression of skills document evidence of how each subject is taught in EYFS. Subject leaders have a good knowledge of how foundation skills in their subject are developed in EYFS. Subject leaders can talk confidently about their subject in EYFS. Subject leaders can identify how their subject is evident in provision in EYFS. Staff confidently teach making a strong start from week 3 of children starting school. Phonics data shows improved attainment in EYFS. Identified children make progress through 1:1 tutoring session. GLD in reading improves. Parents will be given regular updates on children's phonics knowledge and RWI videos and parental resources shared. Parents attend reading workshops and reading sessions.	Subject leader documents. Discussions with subject leaders. Phonics data Data 1:1 phonics intervention log. Evidence on Dojo of phonics resources being shared with parents.
--	---	---	--

	To continue developing early writing and improve writing outcomes in early years by • 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 writing progression across EYFS with a key focus for development of early 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 identified early and interventions put in place.	Physical development data shows improvement in attainment of gross and fine motor skills. All indoor and outdoor provision areas contain writing/mark making opportunities. Writing planning shows clear progression in skills. Improved GLD for writing.	Assessment/data Percentage of pupils achieving GLD in physical development and writing. Environment observations Pupil engagement in mark making during provision
--	--	--	--

Evaluation of Quality of Early Years Education:

66% of pupils achieved GLD which is an increase of 14% from last year.

72% of girls achieved GLD compared to 60% of boys both have increased from last year (Girls- +4%, Boys- +22%)

55% of disadvantaged pupils achieved GDL which is an increase of 38% from last year.

25% of SEN pupils achieved GLD an increase of 25%

57% of EAL pupils achieved GLD which is an increase of 28%

- To improve EYFS staff knowledge and understanding of assessment expectations at set assessment points of the year.
 - Developed an EYFS assessment booklet outlining the expected standards for children aged 0–5, with clear expectations for each assessment point.
 - Worked collaboratively with Nursery and Reception teachers to develop a shared understanding of assessment expectations across the EYFS.
 - Moderation discussions with staff to promote consistency and accuracy in assessment judgements.
 - Shared assessment data analysis with EYFS staff, identifying key strengths and areas for development for individual children and across specific areas of learning.
 - Used assessment outcomes to inform targeted support and next steps, ensuring teaching and interventions were focused on identified needs.
 - Improved staff knowledge and understanding of assessment expectations through clear guidance, collaborative moderation and regular analysis of assessment data
- To provide high quality early intervention for pupils who are working below the required standards.
 - Children requiring additional support were identified through assessment data, and targeted interventions were planned accordingly.
 - Individual plans were developed for pupils with EHCPs, ensuring appropriate targeted support was in place.
 - SEND support plans were implemented for children requiring additional support, with referrals made where appropriate

- To strengthen the continuous provision offer in EYFS
 - Continuous provision was planned to clearly identify the areas of learning being developed.
 - Assessment grids were used to ensure children were accessing a broad range of activities, with attainment and progress documented.
 - Observations showed that staff interactions within the indoor provision were effective. However, enhancing staff interactions and the quality of outdoor provision has been identified as a priority for next year.
 - Observations of children within the indoor provision demonstrated high levels of engagement and purposeful learning.
- To develop subject leaders' knowledge and understanding of the fundamental skills developed in EYFS and how these provide the foundation for each subject.
 - A staff meeting was delivered to develop subject leaders' understanding of how learning within EYFS supports their subject area.
 - Staff explored the Early Learning Goals (ELGs) to identify links with their subject and considered how child-led learning contributes to the development of subject-specific knowledge and skills.
 - Subject leader documents were developed to clearly outline how each curriculum subject is represented and developed within the EYFS.
- To implement Read Write Inc. 'Making a Strong in EYFS' and improve phonics and early reading outcomes in EYFS by
 - Read Write Inc. *Making a Strong Start* was implemented from the first full week in Reception.
 - By the end of the first half term, 61% of pupils were on track, compared with 20% at the same point last year, demonstrating significant improvement.
 - 74% of pupils achieved the Expected Level of Development (GLD) in Word Reading this year.
- To continue developing early writing and improve writing outcomes in early years
 - Writing outcomes improved from 55% last year to 74% this year.
 - From the beginning of the year, children participated in daily fine motor activities to develop the strength and control needed for writing.
 - Handwriting was prioritised to reduce the cognitive load associated with writing and enable children to focus on composition.
 - Teaching of writing was further developed through the use of clear models, carefully planned scaffolds and targeted support where needed.
 - Writing expectations were closely matched to children's phonic knowledge to ensure they were appropriately challenged and able to achieve success.