



School Development Plan

2026-2027





School Development Plan 2026/27



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1. Vision and Aims

Our Vision

To Learn, Respect, Enjoy, Achieve and Be Healthy Together.

At Higher Failsworth Primary School, we want every child to feel **safe, valued, included and that they belong**. We strive to create a nurturing and ambitious learning community where every child is supported to develop their talents, overcome barriers and achieve their full potential.

We believe that children learn best when they are **happy, healthy, confident and secure**. Through strong relationships, high expectations and a rich range of experiences, we prepare our children to become **confident, respectful, resilient and responsible** members of their community and the wider world.

Our Aims

- **To provide a safe, happy and inclusive environment** where every child is known, valued, listened to and respected, and where safeguarding and the wellbeing of children are at the heart of everything we do.
- **To provide an ambitious and engaging education** which enables every child to develop the knowledge, skills and understanding they need to succeed, while recognising and celebrating their individual strengths, interests and achievements.
- **To have high expectations for every child**, regardless of their background, starting point, ability or individual circumstances, and to identify and remove barriers so that all children can participate, learn and thrive.
- **To develop confident, independent and resilient learners** who understand that mistakes and challenges are part of learning, who can reflect on their experiences and who increasingly take responsibility for their choices, learning and personal development.
- **To develop positive relationships and respectful behaviour**, enabling children to communicate effectively, listen to others, resolve differences appropriately, work collaboratively and appreciate different perspectives.
- **To promote positive mental and physical health and wellbeing**, helping children to understand how to look after themselves, make healthy choices, recognise their emotions, seek help when needed and support the wellbeing of others.
- **To nurture a strong sense of belonging and community**, enabling children to understand and value themselves, their families, their school and the diverse communities and wider world in which they live.
- **To promote equality, diversity and respect**, ensuring that children learn about and celebrate difference and develop the knowledge, understanding and confidence to recognise and challenge prejudice, discrimination and inequality.
- **To provide a rich programme of personal development and wider experiences** which develops children's character, confidence, creativity, leadership, teamwork, independence and understanding of their responsibilities as members of society.
- **To promote regular attendance and positive engagement with school**, recognising that being in school, feeling that they belong and participating fully in school life are fundamental to children's learning, development and future success.
- **To encourage children to become responsible and active members of their community**, developing an understanding of rights, responsibilities, democracy, the environment and their role in making a positive contribution to society.
- **To work in partnership with parents, carers, governors, professionals and the wider community**, building positive, respectful relationships and working together in the best interests of every child.
- **To develop a culture of continuous improvement**, where staff, leaders and governors work collaboratively, reflect on practice, respond to the needs of our children and strive to provide the very best education and experiences for every pupil.

At Higher Failsworth, we want our children to leave us:

Ready to learn.

Ready to contribute.

Ready to make positive choices.

Ready to embrace difference.

Ready to look after themselves and others.

And ready for the next stage of their lives.

2. Previous Data

Early Years Foundation Stage						Y1 Phonics screening						KS2 Science (teacher assessment)							
GLD	2022	2023	2024	2025	2026			2022	2023	2024	2025	2026			2022	2023	2024	2025	2026
School	68.2	59.6	56.9	52	66		School	44.7	75	74.6	67	66		School	88.3	69.1	77.6	68	76
Oldham	59.9	62.8	63.6	63.1	68		Oldham	73.1	77.2	76.9	76.9	78		LA	71.6	76	74.9	77.5	79
National	65.2	67.2	67.6	68.3	72		National	75	79	79.7	80			National	79	80	81	81.7	82

KS2							KS2 Greater Depth							
		2022	2023	2024	2025	2026				2022	2023	2024	2025	2026
Reading	School	70	61.8	67.2	55	68		Reading Greater Depth	School	16.7	29.1	22.4	23.3	17
	Oldham	70.8	69.3	69.7	70.5	72			LA	23	23.4	22	25.8	26
	National	74	73	74	75	75			National	27.8	29	28	33.3	31
Writing TA	School	68.3	65.5	69	53.3	76		Writing Greater Depth	School	0	1.8	3.4	0	3
	Oldham	60.2	66	65.7	67.6	70			LA	5.1	6.9	6.8	6.8	7
	National	69	71	72	72.2	73			National	12.8	13	13	12.8	13
Maths	School	66.7	65.5	70.7	68.3	75		Maths Greater Depth	School	3.3	9.1	15.5	8.3	8
	Oldham	66.3	69.3	70	71.1	73			LA	16.7	18	17.9	20.7	22
	National	71	73	73	74	75			National	22.4	24	24	26.3	27
SPAG	School	70	67.3	67.2	55	75		SPAG Greater Depth	School	18.3	12.7	27.6	15	17
	Oldham	70.2	71.1	71.3	72.4	74			LA	24	28.9	28.9	26.6	28
	National	72	72	72	72.6	74			National	28.2	30	32	29.6	30

KS2 Combined											
	2022 RWM	2022 RWM GD	2023 RWM	2023 RWM GD	2024 RWM	2024 RWM GD	2025 RWM	2025 RWM GD	2026 RWM	2026 RWM GD	
School	60	0	49.1	1.8	55.2	1.7	40	0	61	2	
LA	51.4	3.1	54.3	3.9	54.4	3.8	57.2	4.4	60	4	
National	59	7.2	59	8	61	8	62.1	8.4	63	9	

Above National

Below National

3. Outcomes from the previous school improvement plan (2025-2026)

Of the priorities in our previous school improvement plan, we have successfully implemented the majority of the overall aims, which have led to improvements in the quality of education and pupils' progress.

Quality of Education - School's implementation of the curriculum to be in line with the intent created by the subject leader. School to continue to embed a rigorous assessment timetable for core subjects. To continue to improve phonics results to be in line with Oldham and national results. To continue to embed the SEND offer at wave 2 and wave 3.

In some subjects, curriculum planning has been reviewed and updated to ensure that the implementation of the curriculum is closely aligned with the intent established by subject leaders.

- RE LTP has been updated to reflect the Oldham syllabus.
- KS1 Geography curriculum has been streamlined to ensure full coverage of the National Curriculum.
- RSE LTP has also been updated in line with the new curriculum guidance.
- DT, LTP has been reviewed and topics have been moved to strengthen links with learning across the wider curriculum.
- Art progression of skills has been updated, and the autumn drawing unit has been revised to reflect these changes.
- The Writing curriculum has been a key focus this year. A new handwriting scheme has been introduced and implemented across the school to support greater consistency in handwriting teaching and expectations. One-page documents have been developed for each year group, clearly outlining the SPaG coverage to support progression and ensure consistency across the curriculum. Book looks and pupil voice have demonstrated the positive impact of these developments, with improvements seen in pupils' handwriting and overall presentation. Pupils have been able to talk confidently about their handwriting sessions and the skills they are developing, demonstrating their awareness of the teaching and learning taking place. Staff feedback regarding the implementation of the new handwriting scheme has been positive, indicating that staff feel supported and that the scheme is being implemented successfully. Going forward there is still work to do with regards the writing structure and genre coverage.
- Monitoring through book looks has provided evidence that LTPs and MTPs are being followed across subjects.
- Staff are using topic cover sheets to support the delivery of planned learning and ensure that key knowledge is identified and addressed within lessons.
- Science LTP has been updated to ensure scientific knowledge is explicit but this year needs to focus on ensuring this is being embedded into lessons.
- Book looks have demonstrated appropriate curriculum coverage, with topic grids and pupils' activities evidencing that lessons are planned to meet the specific learning intentions.
- Overall, curriculum monitoring has demonstrated greater consistency between curriculum intent, planning and classroom implementation.

Assessment: The assessment timetable and information used during pupil progress meetings have supported staff in identifying and unpicking gaps and barriers for individual pupils. This has facilitated constructive professional dialogue and informed more targeted planning for teaching and interventions. Moving forward, there is an opportunity to streamline the assessment and pupil progress processes further to improve efficiency and maximise their impact.

Staff are developing greater confidence and awareness in using the Pre-Key Stage Standards to inform assessment and planning. This is increasingly reflected in practice, including the use of Pre-Key Stage (PKS) unit overview sheets within Maths and Writing to support more focused and appropriate provision.

Formative assessment in Science has been successfully embedded. Subject leaders have developed subject knowledge grids which teachers use following assessments to identify areas of strength and gaps in pupils' knowledge. Teachers highlight areas requiring further development, enabling gaps to be identified efficiently and addressed through subsequent planning and teaching.

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. A staff meeting allowed training to be delivered around effective support plans and targeting interventions. Support plans were moved away from Edukey and tailored towards the needs within our school whilst still following clear APDR cycles. This has supported staff in clearly planning outcomes and targeted support that is directly linked. This will allow for a clearer picture of impact over time to support us in utilising external professionals in a more graduated manner.

Behaviour and Attitudes - Continue to focus on improving attendance through providing support to families.

- Attendance data has been evaluated for all groups of pupils and whole school data. This stayed consistent throughout the autumn and spring terms at 94.6% however took a dip to 93.9% in the summer term. This was due to particular families with children with SEND who were struggling with their transitions. The attendance of children with SEND gradually increased throughout the year from 91% to 92.8%. For those with EHCPs, this started at 93.4% however decreased to 90.1% due to 2 children who we were continuing to work with social care around supporting.
- 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.
- Place2be continued to support targeted children with 1-1 weekly sessions and also provided a triaged support via the use of drop-ins throughout break and lunch where children can request a slot to talk.
- 4 coffee mornings were held across the school year which involved professionals from parenting support, POINT, Early Help and CAMHS. This allowed parents to access support and advice available within the wider community outside of school. These professionals also attended both of our parents evenings allowing for all parents to have the opportunity to drop in with services for advice.
- Families continue to be referred to Carli Keane, our parent support worker who has enrolled several parents on courses around toileting, eating, behaviour and nurture. Parents have shared that these courses have been extremely helpful. Carli also held a behaviour course on our school site which allowed for more of our parents to access the training without the barrier of transport.

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. 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.

- Learning walks consistently showed children engaged with learning and positive behaviour around school. Pupil voice showed children are happy in class and know what to expect in their lessons. They could talk confidently about their learning and how their lessons link. They spoke about how they access help if they are unsure which was all very positive.
- Extra curricular opportunities were mapped out across the school to ensure a wide range of opportunities were being accessed. Opportunities targeted at children with SEND and/or pupil premium were attended.
- Training was delivered by QEST around delivering whole class sensory circuits to ensure class teachers are equipped in meeting the sensory needs of all children in their class without the over reliance of a targeted out of class intervention.
- The pastoral manager attended training on using the attend framework to identify barriers to school refusal and this was used to support several families with action plans for getting their children back into school regularly.
- Neurodiversity week gave an opportunity for children to learn about different brains and differences in development. More needs to be done around this in the next academic year due to children's views of what autism and ADHD are and the negative connotations children are expressing about this during play.
- 4 TAs attended training over 3 school days around supporting meta-cognition in learners and how to develop children's independence in learning through the EEF guidance. This is continuing next year where we will send more TAs to engage with this.
- The PSHE/RSE curriculum coverage has been updated this year inline with the 2026 statutory guidance with children's well being and mental health being taught from Reception to Year 6.
- Wellbeing champions in KS2 have been in place this year, they are on hand to offer emotional support to peers when needed and have led assemblies.
- Play leaders have effectively supported play in KS1 throughout the year.
- British values and protected characteristics covered through Key Stage assemblies.

Leadership and Management - To continue to develop and embed confident and effective leaders across schools. To continue to develop the governing body so they all understand their role and carry this out effectively. Governors assigned to responsibilities.

- Unit leaders developed their understanding of the school SEND offer in order to map out provisions throughout their unit overseen by the SENCO. This allowed units to come together to discuss provisions and ensure a targeted approach was used when deciding on targeted interventions where pupils are being removed from class.
- 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.
- Subject leaders attended the relevant Cranmer networks throughout the year to support development of their subject area.
- Year 5 staff attended writing moderation throughout the year to develop greater consistency in writing assessments.
- EYFS staff attended the agreement trialing to ensure consistency of assessments at the end of EYFS.
- Subject monitoring documents created for subject leaders to complete book looks and pupil voice monitoring.
- Book looks and pupil voice completed across some subjects to monitor curriculum implementation, identify strengths and inform areas for further development. This continues to be an area for development next year ensuring rigorous monitoring.
- The governing body has had the same small number of consistent co-opted governors on it for a number of years. The school has recruited one parent governor so there are currently two vacancies. Governors are assigned to responsibilities and make committees as and when needed. The skills matrix needs to be updated by governors.

Quality of Early Years Education - To improve EYFS staff knowledge and understanding of assessment expectations at set assessment points of the year. To provide high quality early intervention for pupils who are working below the required standards. To strengthen the continuous provision offer in EYFS. To develop subject leaders' knowledge and understanding of the fundamental skills developed in EYFS and how these provide the foundation for each subject. To implement Read Write Inc. 'Making a Strong in EYFS' and improve phonics and early reading outcomes in EYFS. To continue developing early writing and improve writing outcomes in early years

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.
 - Continued work with the English Hub, Literacy specialist days and RWI development days supported the monitoring and robust data analysis to allow for effective implementation, quick identification of anyone falling behind and early targeted intervention where needed.
- 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.

4. Current priorities

The school improvement priorities have been selected following discussions and consultation with all stakeholders. The Governors formally adopted the priorities in this plan on **29th September 2026**. Our next priorities are:

Priority 1: Improve Attainment and Progress in Maths across school

To embed a consistent approach to the teaching of mathematics, with a particular focus on early mathematical development, number fluency, multiplication and division facts, calculation strategies, reasoning and the identification and rapid addressing of gaps in pupils' mathematical understanding.

- EYFS outcomes in mathematics improve and are in line with national outcomes.
- The proportion of pupils achieving the expected standard in mathematics at the end of KS2 increases and is in line with national outcomes.
- Year 4 Multiplication Tables Check outcomes improve and are in line with national outcomes.
- Pupils demonstrate increased fluency and confidence with number and multiplication facts.
- Teaching across all year groups is consistently effective, with clear progression in mathematical knowledge and skills.
- Teachers use assessment effectively to identify misconceptions and gaps and adapt teaching accordingly.
- Disadvantaged pupils and pupils with SEND make strong progress in mathematics and gaps in attainment are reduced.
- Pupils are increasingly able to explain their mathematical thinking, apply knowledge and solve problems independently.

Priority 2: To embed the Oldham Ordinarily Available Inclusive Provision (OAIP) framework across the school, ensuring that high-quality inclusive teaching, reasonable adjustments and targeted support are consistently implemented before, alongside and beyond SEN Support, enabling pupils with SEND to access the full curriculum, make progress and develop greater independence.

- All staff understand the expectations of the Oldham OAIP and can identify and implement appropriate ordinarily available provision within their classroom.
- Inclusive classroom practice and reasonable adjustments are increasingly consistent across the school.
- SEN Support plans clearly identify barriers to learning, provision, intended impact and review evidence, with provision linked directly to identified need.
- The Assess–Plan–Do–Review cycle is embedded and evidenced consistently across the SEND register.
- Teachers retain ownership of the progress and provision of pupils with SEND, with TA deployment focused on scaffolding, access, communication and developing independence rather than creating dependency.
- Staff confidence in supporting pupils with a range of SEND needs increases, particularly in the areas of communication and interaction, cognition and learning, SEMH, and sensory/physical needs.
- SEND pupils demonstrate improved access to the curriculum, participation, independence and progress from their individual starting points.
- Pupil and parent/carer voice is increasingly incorporated into planning and review, where appropriate.

Priority 3: To establish a consistent whole-school assessment system through the implementation of Insight, enabling staff to record, analyse and use assessment information effectively to identify gaps, inform teaching and monitor pupil progress.

- Leaders have a shared understanding of how Insight will be used and staff have clear guidance about what they are expected to record.
- All relevant staff receive appropriate training and can confidently access and input the assessment information required for their role.
- Agreed assessment information is accurately recorded on Insight and available to relevant staff and leaders.
- Staff routinely use Insight for agreed assessment processes without requiring significant additional support.
- Assessment information is increasingly used to inform decisions about teaching, intervention and provision rather than being collected simply for tracking purposes.
- Leaders can use Insight data confidently to identify trends, ask appropriate questions and inform school improvement activity.
- Leaders have a clear understanding of what is working well, what needs refinement and what should be prioritised for 2027–28.

The above 3 priorities will form the vast majority of our school development work this school year. Each priority will be managed by a key leader and a supporting team. Each priority has a detailed plan of action that will assist in the priority being achieved, these are detailed in the subsequent pages.

Priority 1: Improve Attainment and Progress in Maths across the school To embed a consistent approach to the teaching of mathematics, with a particular focus on early mathematical development, number fluency, multiplication and division facts, calculation strategies, reasoning and the identification and rapid addressing of gaps in pupils' mathematical understanding.		
Success Criteria: - EYFS outcomes in mathematics improve and are in line with national outcomes. - The proportion of pupils achieving the expected standard in mathematics at the end of KS2 increases and is in line with national outcomes. - Year 4 Multiplication Tables Check outcomes improve and are in line with national outcomes. - Pupils demonstrate increased fluency and confidence with number and multiplication facts. - Teaching across all year groups is consistently effective, with clear progression in mathematical knowledge and skills. - Teachers use assessment effectively to identify misconceptions and gaps and adapt teaching accordingly. - Disadvantaged pupils and pupils with SEND make strong progress in mathematics and gaps in attainment are reduced. - Pupils are increasingly able to explain their mathematical thinking, apply knowledge and solve problems independently.		
Ofsted Evaluation Area/s: Curriculum and teaching	Lead Person: Amy Green and Chloe Appleton	Supporting Team: All teachers and TA's
Autumn Term - what, who and when including monitoring	Spring Term	Summer Term
- Complete whole-school maths audit. (AG/CA) ASAP - Analyse previous EYFS, KS2 and MTC data to identify specific gaps and priorities. (AG/FL/SC/ CA by half term) - EYFS- - Year 1- Girls Maths - End of KS1 - 58% EXS 4% GD - KS2 - - Review curriculum progression and calculation policy. (AG/CA by half term) - To establish whole-school expectations for fluency and multiplication. (CA sent email Sept 26) - Baseline key mathematical knowledge and identify pupils requiring additional support. (All teachers End of Week 4-End of WR Place Value Unit and EYFS Baselines completed and review at end of A2) - Begin targeted all staff CPD. (During A2- AG/CA/FL) - Introduce Multiplication Speedy boxes in KS2 (CA in Unit meeting Week 4) - Introduce mastering number for Year 4 and Year 5	- Evaluate impact of changes through lesson visits, pupil voice, work scrutiny and assessment. (AG/FL/CA ASAP) - Analyse progress of identified pupils and groups. (All teachers by end of term) - Provide targeted intervention and additional teacher support where required. (AG/FL/CA) - Review multiplication fluency across KS1 and KS2. (AG/FL/CA by half term) - Evaluate EYFS provision and children's progress in number.(AG/FL/SC by half term) - Introduce Multiplication Speedy boxes in KS1 (AG-ASAP) - To review impact of Mastering Number (Y4 and Y5 teachers with CA - Staff Voice, Learning walks)	- Evaluate impact against internal and statutory assessment outcomes.(AG/FL/CA by end of term) - Review EYFS, KS2 and MTC outcomes against national data. (AG/FL/CA by end of term) - Identify remaining gaps and priorities for the following academic year.(AG/FL/CA ASAP) - Share effective practice and embed successful approaches into whole-school practice. (AG/FL/CA by end of term)

staff (CA- A1) Staff to start sessions after workshops.		
Impact Statement:		

Priority 2: **To embed the Oldham Ordinarily Available Inclusive Provision (OAIP) framework across the school, ensuring that high-quality inclusive teaching, reasonable adjustments and targeted support are consistently implemented before, alongside and beyond SEN Support, enabling pupils with SEND to access the full curriculum, make progress and develop greater independence.**

Success Criteria:

- All staff understand the expectations of the Oldham OAIP and can identify and implement appropriate ordinarily available provision within their classroom.
- Inclusive classroom practice and reasonable adjustments are increasingly consistent across the school.
- SEN Support plans clearly identify barriers to learning, provision, intended impact and review evidence, with provision linked directly to identified need.
- The Assess–Plan–Do–Review cycle is embedded and evidenced consistently across the SEND register.
- Teachers retain ownership of the progress and provision of pupils with SEND, with TA deployment focused on scaffolding, access, communication and developing independence rather than creating dependency.
- Staff confidence in supporting pupils with a range of SEND needs increases, particularly in the areas of communication and interaction, cognition and learning, SEMH, and sensory/physical needs.
- SEND pupils demonstrate improved access to the curriculum, participation, independence and progress from their individual starting points.
- Pupil and parent/carers voice is increasingly incorporated into planning and review, where appropriate.

Ofsted Evaluation Area/s: Inclusion	Lead Person: Toyha Lawson	Supporting Team: All staff
Autumn Term - what, who and when including monitoring	Spring Term	Summer Term
• Work with SLT to develop a clear whole-school Inclusion Strategy informed by the Oldham OAIP, current SEND needs and the school's existing provision. TL/SF/FL by 31st Dec • Provide a manageable introduction to the Oldham OAIP, focusing initially on the aspects most relevant to classroom practice. TL/Chair of Gobs • Identify current strengths and gaps using the Oldham OAIP audit tool TL/SF/FL/AG/SC • Use the Inclusion Strategy to identify a small number of school-wide inclusion non-negotiables. TL/SF/FL/AG/SC	• Deliver short, targeted CPD linked directly to priorities identified through the Autumn Term review. TL • Complete learning walk to ensure non-negotiables are in place TL/FL/SF/AG/SC learning walk • Continue to embed the school's area-of-need TA deployment model and review whether additional adult support is: enabling access to learning; scaffolding rather than completing tasks; promoting independence; appropriately targeted; demonstrating measurable impact. TL/FL/SF/AG/SC learning walk • Complete a focused review of a sample of pupils receiving SEN Support across different areas of need. TL/FL/SF/AG/SC	• Identify examples of effective inclusive practice developed during the year and share these with staff. TL/FL/SF/AG/SC • Review progress against the Inclusion Strategy and identify: What has improved? What is now consistent? What remains variable? What has had the greatest impact? What needs further development? TL/FL/SF/AG/SC • Use the evaluation to identify the next stage of SEND/inclusion development and priorities for 27/28 TL/FL/SF/AG/SC

Impact Statement:

Priority 3: To establish a consistent whole-school assessment system through the implementation of Insight, enabling staff to record, analyse and use assessment information effectively to identify gaps, inform teaching and monitor pupil progress.

Success Criteria:

- Leaders have a shared understanding of how Insight will be used and staff have clear guidance about what they are expected to record.
- All relevant staff receive appropriate training and can confidently access and input the assessment information required for their role.
- Agreed assessment information is accurately recorded on Insight and available to relevant staff and leaders.
- Staff routinely use Insight for agreed assessment processes without requiring significant additional support.
- Assessment information is increasingly used to inform decisions about teaching, intervention and provision rather than being collected simply for tracking purposes.
- Leaders can use Insight data confidently to identify trends, ask appropriate questions and inform school improvement activity.
- Leaders have a clear understanding of what is working well, what needs refinement and what should be prioritised for 2027–28.

Ofsted Evaluation Area/s: Achievement	Lead Person: Francesca Lees	Supporting Team: TL/SF/AG/SC
Autumn Term - what, who and when including monitoring	Spring Term	Summer Term
• Complete the Insight onboarding process. • Leadership team to receive training and develop a shared understanding of the system. • Agree which assessments will be recorded on Insight and establish whole-school expectations. • Clarify assessment points, terminology and responsibility for data entry. • Identify any duplication between Insight and existing assessment systems and agree where this can be reduced. • Establish clear expectations around data accuracy and deadlines. • Develop a manageable rollout plan for staff • Begin the first phase of assessment data collection	• Review how staff are using Insight following the first assessment cycle. • Address common issues or misconceptions. • Provide brief refresher training where required. • Ensure new staff or staff who have changed year groups receive appropriate support. • Refine assessment processes based on staff feedback and experience. • Use Insight data during pupil progress discussions. • Use Insight to inform teaching and provision • Develop leadership use of Insight	• Evaluate the implementation of Insight • Adjust assessment schedules and expectations where required. • Remove unnecessary duplication or data collection. • Agree any additional Insight functions that should be introduced. • Identify further training requirements. • Ensure Insight is incorporated into the school's assessment policy and procedures where appropriate.

Impact Statement:

5. Wider School Development

Every year, subject leaders identify priorities for the forthcoming year. The priorities identified by subject leaders are written into an action plan with aims and objectives. Not all subjects have an action plan, action plans are only written for the aspect of school that will be developed. In addition, as a school we identify subjects of focus, these are usually subjects that are a priority for our

subject leaders. When a subject becomes a priority, the school workforce works together to develop the subject and improve the quality of education at our school. Not all subjects get developed each year but all subjects continue to be taught well across all year groups.

Subjects that are being developed in 2026-2027	Curriculum subjects with Action Plans
Maths Writing including SPAG Science	Geography RSE Reading
Other Action Plans that have been written 2026-2027	Subjects that are being maintained
Attendance Phonics Curriculum Sport Premium Building and Development Plan	Art DT Music PE Computing Spanish RE History