




Heygreen Primary School



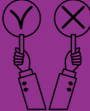
School Development Focus #1: **Curriculum**

<p>Intended Outcome</p> 	<p>Planned Actions (by when and by who)</p> 	<p>Impact/Evaluation</p> 
<p>Current Picture:</p>		
<p>Reading Culture</p> <p>Ensure reading is prioritised within continuous professional development for all staff, so that staff are experts in teaching reading and foster a love of reading throughout school.</p>	<p>a. Training in effective reading instruction: Provide regular CPD sessions for teachers, focused on evidence-based strategies for teaching reading, including phonics, fluency, comprehension, and vocabulary development. This includes regular coaching and induction procedures for new staff.</p> <p>b. Encouraging reading for pleasure: Lead sessions on promoting a reading-for-pleasure culture, fostering a love for reading, and cultivating students' reading interests, sharing and disseminating effective practices with local schools and reading partnerships.</p> <p>c. Use of gap analysis from assessments in order to specifically target training, and therefore teaching: To continue the robust analysis of specific reading skills, identified through question level analysis, which pupils have found difficult and utilise CPD sessions to work with teachers to look at teaching strategies to support effective teaching of these skills. As a result of this, an increase in statutory assessments for reading should be evident, with the aim that a higher percentage of pupils achieved EXS+ in KS1 and KS2 Reading tests, and above the national average for PSC outcomes.</p> <p>d. Parental Engagement</p> <p>To further provide the parents with the expertise, resources and knowledge to continue to support their children at home to develop comprehension and decoding skills, a love of reading and wider enrichment opportunities underpinned by reading.</p>	

<p>Maths</p> <p>To refine the approach to teaching declarative knowledge, ensuring that it is progressional across KS1 and KS2.</p>	<p>a. Dedicated Fluency Sessions: The development of counting and multiplication facts is embedded into every day teaching, through regular counting and development of declarative knowledge. This is supported by partnerships with the NCETM, Maths Consultants and trust-wide maths leads.</p> <p>b. Daily multiplication/fluency focus: Every maths lesson to begin with daily counting sessions. Phil Moss, maths lead, to monitor the effectiveness of this within lessons as well as in data. Daily 'Strong Starts' provide opportunities for all children to practise and develop their fluency skills and recall, and these will be led by regular QLA analysis.</p> <p>c. Targeted support: Provide tailored support upon entering UKS2 for children who did not achieve a score of 25 to ensure that focus of these key skills to support mathematical fluency moving forward. Daily strong starts are used to support the development in fluency facts and multiplication facts. Working walls are used as an additional adult in the room each day to support recall.</p>	
<p>Punctuation and Grammar:</p> <p>To continue to refine the long term plan for teaching punctuation and grammar, ensuring that it is closely linked to daily writing lessons.</p>	<p>a. Contextualised approach to Punctuation and Grammar in Writing Lessons: School will use a contextualised approach to teaching punctuation and grammar, which supports cognitive load as the start of Writing lessons (Scheme - The Write Stuff)</p> <p>b. Data Driven Instruction (DDI): Class teachers will assess writing half-termly and use this to inform modelled sentences based on pupil targets. Class teachers will meet half-termly with AHT to monitor the progress of pupils, including vulnerable groups and SEND. (Y2-6) Using DDI.</p> <p>c. Modelling: Visualisers will continue to be used to model writing/handwriting. Teachers model how to 'think like a writer' by commentating on their modelled writing and discussing the choices they have made.</p>	Editing?
<p>Retrieval</p> <p>To refine the approach to leading retrieval sessions across the school, ensuring that clearly defined end points continue to be embedded into the pupils' long term memory.</p>	<p>a. Formative Assessment:</p> <p>Through regular monitoring of pupil's substantive and disciplinary knowledge, identify key learning and effective strategies in place to ensure that children consistently achieve the aims of the curriculum, embedding knowledge securely and consistently across the school.</p> <p>b. Implementation:</p> <p>To lead and share the existing model of retrieval practices for the wider trust and network schools, to ensure all children are secure in clearly defined endpoints across each subject, supporting innovative practices and professional development.</p>	




<p>Oracy</p> <p>To enrich a progressive whole school oracy and vocabulary strategy to enhance language acquisition and improve reading and writing standards.</p>	<p>Wider Oracy Curriculum: The school provides rich oracy experiences, as well as developing strong oracy partnerships, in a coherently planned way, in the curriculum and through extra-curricular activities, that considerably strengthens the school's offer.</p> <p>High Quality CPD: Lead CPD to schools across the north-west on accelerating the acquisition of the target language in schools for children, ensuring effective provision and induction procedures are in place.</p>	
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School Development Focus #2: Coaching

<p>Intended Outcome</p> 	<p>Planned Actions (by when and by who)</p> 	<p>Impact/Evaluation</p> 
Current Picture:		
<p>Continue to provide high quality CPD and coaching, so that the school's curriculum intent and implementation continue to be embedded securely and consistently across the school.</p>	<p>a. High quality coaching sessions: to utilise and further embed key learning from the recent Ambition Institute Instructional Coaching Course to refine current coaching procedures, leading innovative practice across the school and trust.</p> <p>b. High quality CPD: Subject leaders participate in ongoing high quality CPD training, led by the trust curriculum team, and external partners, to ensure that they have the required knowledge, updates and skills in subject leadership and curriculum delivery.</p>	
<p>To continue to support ECTs through the early career framework through coaching.</p>	<p>a. High quality coaching sessions: ECT mentors facilitate high quality CPD as well as leading coaching conversations to enable ECT teachers to continue to refine their teaching practice and pedagogical choices within lessons.</p> <p>b. High quality CPD: ECT mentors participate in ongoing high quality CPD training, led by Best Practice Network and the trust's central leadership team to ensure that they have the required</p>	


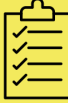

	knowledge, updates and skills to support ECTs fully, accelerating their development.	
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School Development Focus #3: **Inclusion**

<p>Intended Outcome</p> 	<p>Planned Actions (by when and by who)</p> 	<p>Impact/Evaluation</p> 
<p>Current Picture:</p>		
<p>To ensure a smooth transition for all of our new children entering school.</p>	<p>a. Identification During transition/period of newly arrived children joining school, staff to work alongside the SENDCO to ensure accurate, early Identification and EAL support.</p> <p>b. Parental Engagement Parental engagement is proactively catered for through Stay and Plays, learning workshops, meetings and ongoing discussions to work with parents and promote awareness and understanding.</p>	
<p>To refine the curriculum and pastoral offer for level 4 and level 5 children across the curriculum and for those with complex</p>	<p>a. Curriculum: The school will accurately assess all pupils to ensure that the curriculum offer for all children, including disadvantaged and those with SEND is relevant, ambitious and ensures progression of knowledge, skills and attitudes.</p>	

<p>needs (especially in the Early Years).</p>	<p>b. Continuing Professional Development To ensure that all staff are trained and supported in leading learning for all pupils, including those with complex SEND needs.</p> <p>a. Targeted support To continue to cater for the increased number of EHCPs and children with complex needs within the school, ensuring their entitlement and recommendations are supported through targeted interventions.</p>	
<p>To develop the environment in the Early Years to support the children in accessing a low stimulating environment.</p>	<p>a. Provision and Resourcing: To develop a sensory space in the Early Years to ensure there is an indoor space that is a low stimulating environment to support learners with complex needs. v</p> <p>b. Outdoor Provision To ensure the outdoor provision support the learning and development of pupils in EYFS with complex needs and / or SEND.</p>	

School Development Focus #4: Attendance



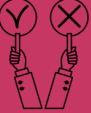
<p>Intended Outcome</p> 	<p>Planned Actions (by when and by who)</p> 	<p>Impact/Evaluation</p> 
<p>Current Picture:</p>		
<p>Whole School attendance will be in line or above national average, including specific groups: SEND/PP. (target 97%)</p>	<p>a. First Response: A member of Office Staff/Attendance Lead/SLT will spend the first part of every day focusing on attendance. First response calls will be made at the beginning of each day. Home visits will be carried out to children who we have had no contact with after the third day of absence.</p> <p>b. Follow Up Phone Calls: A member of Office Staff/Attendance Lead/SLT will complete follow-up phone calls to reach parents we have not had contact with. The Headteacher will undertake further challenge phone calls throughout the day.</p> <p>c. Incentivise: Good attendance will be incentivised with half-termly and weekly rewards.</p>	

	<p>Attendance incentives will be shared with all staff prior to the beginning of a new half-term and will be shared with children in each Celebration Assembly Golden weeks are planned in for each term following the return to school.</p>	
<p>PAs will be in line or below national average, including specific groups - SEND/PP</p>	<ul style="list-style-type: none"> a. First Response: The Attendance Lead/SLT will spend the first part of every day focusing on attendance. First response calls will be made at the beginning of every day. If a child is classed as a Persistent Absentee, the Attendance Lead/SLT will contact parents even when an absence has been reported via ParentApp. Home visits will be carried out to children who we have had no contact with on the first day of absence if a child is classed as a Persistent Absentee. Home visits will be carried out to children even if we have had contacts with parents on the second day of absences if the child is classed as a Persistent Absentee. b. Chasing Phone Calls: A member of Office Staff/Attendance Lead/SLT will complete follow up phone calls to reach parents we have not had contact with. The Headteacher will undertake further challenge phone calls throughout the day. c. Clear Monitoring: The Attendance Lead will monitor children's attendance weekly. They will identify children whose attendance has dropped below 93% and parents will be informed via letter and phone call that their child is close to being classed as a persistent absentee. Where attendance drops below 90%, parents will be informed via letter and phone that we will be monitoring their child's attendance for a period of 3 weeks by Headteacher or Attendance Leads. They will be invited in for a meeting with Headteacher. All communication with parents will be recorded on CPOMs by all members of the attendance team. d. Sprint: For the first three weeks in September, Attendance Lead or SLT to contact parents of children who were classed as a Persistent Absentee at the end of the previous academic year to celebrate their attendance or challenge current levels of attendance. e. Incentivise: Any children who are classed as a PA with unauthorised absences will benefit from an Attendance 3 weekly challenge. This will be spoken about at each Attendance meeting and put into place by the Attendance Team. 	
<p>The percentage of children who have 5 or more lates will decrease by at least 10%.</p>	<ul style="list-style-type: none"> a. First Response: The attendance team will be on the gate on a rota basis, welcoming children in and offering support and challenge around punctuality. b. Support, support, challenge: The attendance team use a support, support challenge method with clear actions put in place on an individual basis for each family. c. Clear Monitoring: The Attendance Lead will monitor children's attendance weekly. Lateness will be monitored by the attendance team and discussed in weekly meetings. 	

	<p>Parents will be spoken to by the Attendance Lead/SLT if they have 3 lates in 2 weeks to discuss how we can support in getting the family into school on time.</p>	
<p>Attendance of EYFS pupils will be in line or above national average - target 97%.</p>	<ul style="list-style-type: none"> a. First Response: The Attendance Lead/SLT will spend the first part of every session focusing on attendance.. First response calls will be made at the beginning of every session. Home visits will be carried out to children who we have had no contact with after the third day of absence. If a child is classed as a Persistent Absentee, the Attendance Lead/SLT will contact parents even when an absence has been reported via ParentApp. Home visits will be carried out to children who we have had no contact with on the first day of absence if a child is classed as a Persistent Absentee. Home visits will be carried out to children even if we have had contacts with parents on the second day of absences if the child is classed as a Persistent Absentee. b. Chasing Phone Calls: A member of Office Staff/Attendance Lead/SLT will complete follow up phone calls to reach parents we have not had contact with. The Headteacher will undertake further challenge phone calls throughout the day. c. Clear Monitoring: The Attendance Lead will monitor children's attendance weekly. They will identify children whose attendance has dropped below 93% and parents will be informed via letter and phone call that their child is close to being classed as a persistent absentee. Where attendance drops below 90%, parents will be informed via letter and phone that we will be monitoring their child's attendance for a period of 3 weeks by Headteacher or Attendance Leads. They will be invited in for a meeting with Headteacher. All communication with parents will be recorded on CPOMs by all members of the attendance team. d. Incentivise: Good attendance will be incentivised with half-termly and weekly rewards. Attendance incentives will be shared with all staff prior to the beginning of a new half term and will be shared with children in each CoEL Assemblies. Golden weeks are planned in for each term following the return to school with EYFS attendance specific raffles to take place led by the EY lead. 	
<p>Attendance and punctuality will be a priority to all associated with school, including staff, students, parents/carers and governors.</p>	<ul style="list-style-type: none"> a. Clear Communication with Parents: Each half term, parents will be informed of their child's current attendance via letter (completed via Attendance Lead/SLT). Newsletters highlighting our attendance incentives and the importance of good attendance will be shared each half term (written by Office Staff) An attendance stall will be held at each Progress Evening (held by Attendance Lead). I and Attendance Lead to see how we can further support the family. b. Whole Team Approach: A meeting led by Headteacher with Attendance Leads will be 	

	<p>held in the first week of September to share roles and responsibilities. Attendance Leads will meet regularly with the EWO to discuss casework. Attendance Leads meet to monitor PAs on a weekly basis, alongside undertaking analysis of attendance data for all demographics and actions are put in place. Teachers and LSAs will be updated on PAs in their class to ensure we are targeting specific support. Headteacher and Executive Headteacher to share key attendance facts and figures with LAC at meetings and via GovernorHub.</p> <p>c. Huddles: Attendance</p>	
<p>The amount of holidays taken in term-time will be greatly reduced.</p>	<p>a. Zero Tolerance: School will have a zero-tolerance policy towards holidays taken in term-time. Parents/Carers will be informed at the beginning of each term that school will support the Local Authority in issuing fixed penalty notices for extended periods of unauthorised absence.</p>	

School Development Focus #5 **EYFS**

<p>Intended Outcome</p> 	<p>Planned Actions (by when and by who)</p> 	<p>Impact/Evaluation</p> 
<p>Current Picture:</p>		
<p>To ensure children in EYFS with SEND achieve the best possible outcomes.</p>	<p>a. High Quality CPD To further develop the CPD offer for EYFS staff linked to the increasing numbers of pupils entering EYFS with complex needs, communication and interaction needs and EHCPs, or EHCPs in assessment.</p> <p>b. SEND Partnerships Due to varied barriers within the school community, continuing to ensure the partnerships between parents/carers, external agencies and school staff triangulates to provide a robust programme of support, with exceptional provision in place to consistently benefit from this excellent work.</p>	
<p>Improve EYs outcomes by ensuring GLD is at national</p>	<p>a. Curriculum To further embed the EYs curriculum and the composite and component knowledge during</p>	

<p>or above.</p>	<p>Continuous Provision and direct teaching.</p> <p>b. Assessment Through gap analysis identify areas for development and teach these through CP, direct teaching and small group work, and continue this through effective observations and interactions.</p> <p>C. Outdoor Provision:</p>	
<p>Further refine the provision in EYFS for communication and language.</p>	<p>a. Targeted Interventions To lead Welcomm, Concept Cat and Language Box sessions across EYFS to ensure the children keep up and catch up.</p> <p>b. Outdoor provision Ensure that communication and language is planned for in the outdoor provision, leading to highly motivating experiences that develop language and communication. To use quality analysis of baseline to ensure provision is planned and implemented to meet the needs of learners.</p>	
<p>To improve self-regulation skills in early years pupils, fostering their increasing ability to manage emotions, behaviours, and attention.</p>	<p>a. Professional Development for Staff: Lead CPD on self-regulation strategies and their importance in early childhood development. Share best practices for incorporating self-regulation techniques into daily routines.</p> <p>b. Curriculum Introduce activities that promote self-regulation, such as mindfulness exercises, breathing techniques, and interactive games that encourage turn-taking and sharing. Use storytelling and role-play to help children understand and navigate their emotions.</p> <p>c. Parental Engagement: Host workshops for parents/carers on supporting self-regulation at home, including techniques and activities to reinforce skills. Provide resources for families to practise self-regulation strategies in everyday situations.</p> <p>d.. Monitoring and Assessment: Establish a baseline for each child's self-regulation skills at the beginning of the year using standardised assessments and teacher observations. Conduct regular check-ins to track progress and adapt strategies as needed.</p>	

VISION: TO ENSURE THAT EACH AND EVERY LEARNER, NO MATTER WHAT THEIR BACKGROUND OR CIRCUMSTANCE REACHES THEIR POTENTIAL AND LEAVES US READY FOR THE NEXT STAGE OF THEIR LIFE.

OUR STRATEGIC GOALS



**DELIVER EXCELLENT
EDUCATION**



**ENSURE STRONG AND
EFFECTIVE GOVERNANCE
AT ALL LEVELS**



**BUILD A STRONG AND
SUSTAINABLE
INFRASTRUCTURE**



**BECOME AN EMPLOYER OF
CHOICE**



**DRIVE SUSTAINABLE
GROWTH**