



# Heptonstall J & I School

## **SCHOOL IMPROVEMENT PLAN**

### September 2024-25

#### **Introduction**

The SIP will address the action points from our Ofsted inspection in June 2023 and analysis of priorities by the Executive Head teacher, including data analysed at the end of the academic year 2024 and any trends identified. This SIP is written in collaboration with all stakeholders and considers the views of parents, pupils and staff.

At Heptonstall, we believe that every child matters. There is driving determination to ensure that pupils and adults in the school reach their full potential.

We aim to feel great about our learning, to work hard to reach high standards for the best possible start in life. We aim to create well behaved and motivated children. We aim to broaden our horizons through an exciting and engaging creative curriculum. We aim to make good progress, become great thinkers, have confidence in our own abilities and be enterprising.

#### **Our Aims:**

- To have a committed staff who inspire and motivate individual children to achieve their highest standards.
- To broaden pupils' horizons through an exciting and engaging creative curriculum.
- To make good progress especially in English and Maths.
- To provide a stimulating, challenging and creative learning environment.
- To maintain high expectations for our children's performance.
- To develop a healthy lifestyle for both body and mind.
- To be proud of our school and promote an ethos and environment in which children enjoy learning.
- To develop enthusiastic, independent and confident learners.
- To develop pupils who feel valued as an individual and as a member of the school community.
- To understand the need to treat others as equals regardless of sex, race or religion.
- To develop our children's' sporting and artistic talent.

## QUALITY OF EDUCATION

### WHAT SUCCESS WILL LOOK LIKE:

- All pupils are making at least the expected amount of progress in the core subjects
- Standards at the end of EYFS, KS1 & KS2 are at least in line with national for all groups
- Teaching in all areas of the curriculum is strong and pupils make progress in all areas of the curriculum
- Pupils will thrive from a broad and balanced curriculum tailored to meet their needs

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2024	Milestone 2 April 2025	Milestone 3 July 2025	Monitoring and Evaluation (impact)
Ensure the highest standards of <b>phonics</b> teaching across EYFS and KS1	Audit of phonics Regular monitoring of phonics from phonics lead/across the Trust Phonics training for all staff delivering sessions	Phonics scheme	Audit to have taken place and clear actions outlined.using English Hub audit from 2023 <b>FP</b> All staff teaching phonics to have had training. <b>MD</b> Regular monitoring taking place by phonics lead with feedback given to staff. <b>MD</b> Interventions set up <b>MD</b> Pupils in KS2 who did not pass phonics test in previous years identified and interventions in place for them <b>MD</b>	Actions from audit to have been implemented and embedded. <b>MD</b> Regular monitoring to continue to take place. <b>MD</b> Y1 (and Y2 retakes) on track to pass phonics. <b>MD</b> Interventions in place for those who need it. <b>MD</b>	Y1 phonics results to be at least in line with national for all groups. <b>MD</b>  All actions from audit in autumn term completed. <b>MD</b>	Y1 phonics in line with national for all groups.  Pupils in KS2 who still need phonics support are receiving it
Ensure <b>teaching</b> across the whole curriculum is at least <b>good</b> and in line with expectations set out by SLT	Expectations for each curriculum area created  Half termly monitoring to take place across the year to ensure expectations are being followed.  Monitoring schedule for each half term for teaching and learning including lesson drop ins, book looks, data analysis and pupil	Expectations documents  FP and subject leader time from across the Trust  Subject leader release for teachers	Expectations documents shared in September is being followed <b>FP</b>  Curriculum LTP and MTP plans in place for all subjects <b>MD</b>  Monitoring schedule for each half term created to show monitoring and evaluation that will be carried out by SLT <b>FP</b>  Lesson drop ins show that non negotiables are being	Monitoring to show that expectations are all being followed and standards in books has improved <b>FP/MD</b>  Access to CPD via the Trust through staff meetings and the National College tailored to needs of school <b>FP</b>  Subject leader reports to show that teaching across the curriculum is in line with Trust expectations	All expectations and actions embedded and impact visible in books and lessons <b>all teachers</b>  Access to CPD via the Trust through staff meetings and the National College has had a positive impact on teaching in all year groups and subjects <b>FP</b>  Data has improved <b>all teachers</b>	FP MD Leaders from across the Trust CEO  Teaching across the curriculum is good or better  Pupils are making expected progress

	<p>voice.</p> <p>New marking and feedback policy introduced</p> <p>Regular drop ins conducted by EHT</p> <p>In school coaching from EHT</p>		<p>followed by <b>teachers</b></p> <p>ALL teachers to have spent time at partner schools to observe good practice <b>FP</b></p> <p>Marking and feedback policy is being followed by <b>teachers</b></p>	<b>FP/all staff</b>	<p>External monitoring from CEO to verify EHT judgements <b>SH/FP</b></p>	
<p>Ensure there is evidence of <b>challenge and adaptive teaching</b> in reading, writing and maths</p>	<p>Audit of English (reading and writing) progression</p> <p>Training from White Rose Maths on adaptive teaching and challenge</p> <p>Writing Moderation on termly basis – joint year group moderation across the trust once a term. – All teachers</p> <p>Introduction of new assessment/ marking and feedback policies</p>	<p>White Rose Maths scheme</p> <p>Time for pupil progress meetings.</p> <p>Release time for members of subject leaders to carry out typicality.</p> <p>Staff meeting time for writing moderation.</p> <p>Marking and feedback policy Assessment policy</p>	<p><b>KH</b> to carry out audit of reading and writing curriculum coverage and make recommendations.</p> <p>Staff meeting to take place in Aut 1 to look at actions for English <b>.MD</b></p> <p>White Rose mixed age planning training. <b>All teachers</b></p> <p>Typicality monitoring to take place at the end of aut 1 and feedback shared. <b>FP</b></p> <p>All teachers to have moderated writing across their year group within the trust before data drop in December. <b>FP/all teachers</b></p> <p>Autumn Term pupil progress meetings and interventions organised for spring term. <b>FP</b></p>	<p>All teachers to have moderated writing twice across their year group within the trust by Easter. <b>All teachers</b></p> <p>Actions from autumn monitoring to be in place <b>all teachers</b></p> <p>Spring Term pupil progress meetings and interventions organised and impact evidence from autumn term. <b>FP</b></p> <p>1x typicality activities to have taken place. <b>FP</b></p> <p>Reading learning walk to have taken place. <b>MD/FP</b></p>	<p>End of year writing judgements to be moderated by Trust SLE. <b>SC</b></p> <p>Increase in % of pupils at age related expectations in reading, writing and maths in all year groups. <b>All teachers</b></p>	<p>FP to ensure staff attend 3x moderation staff meetings across the trust.</p> <p>Termly pupil progress meetings.</p> <p>Termly typicality weeks.</p> <p>Monitoring across the year to show evidence of adaptive teaching in at least the core subjects</p>

<p>To ensure teachers adapt lesson plans and tasks to support children with <b>SEND</b></p> <p>To monitor SEND provision to ensure these pupils make progress</p> <p>To ensure that all teachers set appropriate SMART targets for all pupils with SEND</p> <p>To ensure that Widgit is used as a whole school approach to support children with SEND</p>	<p>MD staff training to teachers around adaptive teaching</p> <p>MD monitor that teachers are appropriately adapting work for children with SEND across all subjects via looking at planning and book scrutinies</p> <p>Teachers to seek support from subject leads to planning/tasks/ appropriate for children with SEND in their classes</p> <p>EC to deliver staff training on writing SMART targets</p> <p>MD to complete target and review scrutinies</p>	<p>Widget</p> <p>Training for MD with trust sendcos</p> <p>Staff meetings through the year</p> <p>MD release time to complete target/IEP review scrutinies</p> <p>Data collection termly</p> <p>SENDCo teacher SEND drop ins sessions every half term</p>	<p>Staff meeting booked from autumn term</p> <ul style="list-style-type: none"> <li>• SMART target setting</li> <li>• Reviewing and setting new targets</li> </ul> <p>All IEPs updated with smart targets</p> <p>Widget visual timetable consistent across school</p> <p>Improvement in evidence of adaptive teaching in books</p> <p>Pupils with SEND on track to make at progress from their end of year assessments in July 2024</p>	<p>Staff meeting</p> <p>Continued improvement in evidence of adaptive teaching in books</p> <p>Continued improvement in use of SMART target setting by teachers</p> <p>Pupils with SEND to have made progress from their assessment point in December 2024</p>	<p>Staff meeting</p> <p>Continued improvement in evidence of adaptive teaching in books</p> <p>Continued improvement in use of SMART target setting by teachers</p> <p>Pupils with SEND to have made progress from their assessment point in March 2025</p>	<p>MD tracking and monitoring on a half termly basis</p> <p>Feedback to teachers and next steps provided</p> <p>Reporting to EHT and governors on progress</p> <p>SMART targets set meaning children with SEND make progress from their starting points</p>
<p>Introduce <b>new curriculum plans</b> and progression documents for all subjects</p>	<p>Long term curriculum progress plans to be created and implemented</p> <p>Subject leaders to monitor the implementation and impact of plans</p> <p>Staff meeting schedule to ensure staff are given appropriate CPD to support in the implementation of the new curriculum plans.</p> <p>Regular monitoring to</p>	<p>LTP and progression documents</p> <p>New planning proformas</p> <p>Must Knows in place for each subject</p> <p>Release time for teachers to access support from across the Trust</p>	<p>New plans for all subjects to be implemented via staff meetings and INSET day in August <b>MD</b></p> <p>All teachers to have a year group 'buddy' from across the trust for support <b>FP</b></p> <p>Planning shared with teachers from BH/DF to ensure teacher workload is supported <b>FP/MD</b></p> <p>Subject leaders to have a subject 'buddy' from across the trust for support <b>FP</b></p> <p>Monitoring from subject</p>	<p>Monitoring from <b>subject leaders/SLT</b> to take place in Spring 2</p> <p>Monitoring to show progression documents and plans are being successfully implemented and actions from autumn term have been carried out <b>SLT subject leaders</b></p>	<p>Pupil voice to show that new curriculum plans have been taught well – pupils know more and remember more <b>all teachers</b></p> <p><b>Subject leader</b> and external monitoring reports to show that plans are being followed and having an impact in books</p> <p>Expectations are in line with 'Trust expectations' across the majority of curriculum areas <b>all teachers</b></p>	<p>FP MD Subject leaders Impact shown in reports and sent to LGB/CEO</p> <p>New plans are being followed and the impact can be seen in books and through pupils knowing more and remembering more</p>

	ensure plans are being followed and books show progression		leaders (across trust) and SLT to take place in Aut 1 and 2 and feedback via monitoring proforma. <b>FP/subject leads</b>			
To ensure all pupils and all groups make <u>at least</u> expected progress from their starting points at EYFS/KS1 in <b>reading</b>	<p>Review of existing reading policy and procedures <b>FP</b></p> <p>Pupils highlighted in pupil progress meetings and impact of support reviewed and adapted where necessary- <b>class teachers.</b></p> <p>Termly NFER reading tests to be taken. – yrs 2 – 6 – <b>teachers.</b></p>	<p>Half termly pupil progress meetings.</p> <p>Parent workshops to support reading.</p> <p>NFER assessments</p>	<p>Review of reading in KS1/2 to take place and new policy introduced <b>FP</b></p> <p>Teachers to have actions in place for any pupils who didn't make sufficient progress last year or pupils who are targeted for ARE. <b>all teachers</b></p> <p>Pupil progress meetings at October and December to identify children who are not making progress and interventions put in place. <b>FP/all teachers</b></p> <p>Reading learning walk and pupil voice to have taken place and any issues actioned. <b>FP/MD</b></p> <p><b>MD</b> to ensure GD pupils are identified and challenged.</p> <p>Majority of pupils are making expected progress by December. <b>FP/all teachers</b></p> <p>Bottom 20% in each cohort identified and provision maps/interventions in place to support <b>all teachers</b></p>	<p>Improvement in % of pupils making progress in reading on TT. <b>All teachers/FP</b></p> <p>GD pupils have been identified and challenged. <b>MD</b></p> <p>Prior attainment grids updated. <b>FP</b></p> <p>Action points from Autumn term to have been actioned <b>all teachers</b></p> <p>Bottom 20% in each cohort identified and provision maps/interventions in place to support <b>all teachers</b></p>	<p>Pupils in Y6 who achieved expected in reading at ks1 to achieve expected at the end of ks2. <b>LR</b></p> <p>The percentage of pupils who are working at age related expectations in reading in year 2 to be in line with or above the national average. <b>MD</b></p> <p>Increased % of pupils working at GDS across the school from previous year. <b>All teachers</b></p> <p>The majority of 'non Sen' pupils to have made expected progress in reading across the year. <b>FP/all teachers</b></p> <p>A higher percentage of expected and greater depth readers at the end of ks1 and 2. <b>MD/LR</b></p>	<p>Pupil data</p> <p>Observe reading comprehension sessions/carry out deep dive.</p> <p>Learning walks in reading sessions – <b>SLT</b></p> <p>Bottom 20% have been supported and challenged</p>
To ensure all pupils make <u>at least</u> expected progress from their starting points at	<b>FP</b> to update and distribute prior attainment grids to track progress from KS1-2.	Teacher/TA release time to deliver interventions if needed and attend any training.	<p>Baseline of writing in autumn 1 completed. <b>ALL</b></p> <p>TAF checklists used to identify gaps and interventions/teacher</p>	Interventions in place for pupils not making required progress in writing. Produce case studies if necessary. <b>ALL</b>	The majority of 'non SEND' pupils to have made expected progress in writing across the year. <b>FP/all teachers</b>	<p>Pupil data (FP)</p> <p>Termly report to governors</p> <p>Lower and</p>

<p>EYFS/KS1 in <b>writing.</b></p>	<p><b>Teachers</b> to complete action plan for autumn term and each half term thereafter.</p> <p>Termly cross – trust moderation between year groups - <b>teachers across trust.</b></p> <p>Moderation of year 5 and 6 by <b>SC SLE</b> for writing.</p>	<p>Teacher release/staff meeting time to carry out moderation.</p> <p>Teacher release/staff meeting time to conduct pupil progress meetings.</p> <p>SPAG revision guides for Y6</p> <p>SPAG NFER termly tests</p> <p>Spelling Shed cost</p> <p>Grammarsaurus</p>	<p>support in place. <b>ALL</b></p> <p>TA for writing to be submitted on TT in October and December. <b>ALL</b></p> <p>Pupil progress meetings at October and December to track pupils from previous year summer term data - teachers to identify pupils who are not making expected progress and plan interventions. <b>FP</b></p> <p>Majority of pupils are making expected progress by December. <b>FP/all teachers</b></p> <p>Bottom 20% in each cohort identified and provision maps/interventions in place to support <b>all teachers</b></p> <p>Bottom 20% in each cohort identified and provision maps/interventions in place to support <b>all teachers</b></p>	<p>Pupil progress meetings at Feb half term (where necessary) and Easter to identify pupils falling behind. <b>FP</b></p> <p>Pupils identified in Autumn term to have caught up. <b>FP/ALL</b></p> <p>Writing moderation to show accurate assessments in both key stages with a focus on greater depth writers. <b>All teachers</b></p> <p>Majority of pupils are making expected progress by April. <b>FP/ALL teachers</b></p> <p>Bottom 20% in each cohort identified and provision maps/interventions in place to support <b>all teachers</b></p>	<p>Trust moderation to verify data particularly for year 2 and 6 (June 2025 before data submission). <b>MD/LR</b></p> <p>A higher percentage of expected and greater depth writers at the end of ks1 and 2. <b>MD/LR</b></p>	<p>Upper School moderation.</p> <p>Trust SLT moderation.</p> <p>External end of year data from perspective.</p> <p>Bottom 20% have been supported and challenged</p>
<p>Ensure that <b>WR Maths</b> scheme is being delivered following the fidelity of the programme to maximise the effectiveness for progress for the pupils</p> <p>To ensure all pupils and all groups make <u>at least</u> expected</p>	<p><b>Trust lead to</b> work with <b>Maths lead</b> on ensuring the WR Maths is being implemented consistently including using the planning and the lesson slides</p> <p><b>FP</b> to distribute end of year attainment and progress overview to and identify weaker groups.</p> <p><b>FP</b> to distribute prior</p>	<p>Teacher/TA release time to deliver intervention</p> <p>Teacher release/staff meeting time to carry out moderation.</p> <p>Teacher release/staff meeting time to conduct pupil progress meetings.</p> <p>White Rose Maths resources and training</p>	<p>Lesson visits and drop ins show that the WR Maths scheme embedded. Teachers are following the scheme format. Manipulatives and resources are being effectively used to support pupils to access the learning.</p> <p>Support staff have had training. <b>FP</b></p> <p>All teachers to have the GAP analysis from previous class teacher and plan the gaps into</p>	<p>Interventions in place for pupils not making required progress in maths. <b>FP/ALL</b></p> <p>Pupil progress meetings at Feb half term (where necessary) and Easter. <b>FP</b></p> <p>Pupils identified in Autumn term to have caught up. <b>FP/ALL</b></p> <p>Maths deep dive feedback monitoring. <b>FP/LR</b></p> <p>Bottom 20% in each cohort identified and provision</p>	<p>The majority of 'non SEND' pupils to have made expected progress in maths across the year. <b>FP/all teachers</b></p> <p>SLT moderation to verify data. <b>FP</b></p> <p>Increase in number of pupils achieving GDS at the end of ks1/2. <b>ALL</b></p>	<p>Pupil data (FP)</p> <p>Termly report to governors</p> <p>Trust SLT moderation.</p> <p>Maths Deep Dives – SLT/LR</p> <p>Bottom 20% have been supported and challenged</p>

<p>progress from their starting points at EYFS/KS1 in <b>maths</b></p>	<p>attainment grids in July 2024 and every half term thereafter to identify children falling behind.</p> <p>Pupils highlighted in pupil progress meetings and impact of support reviewed and adapted where necessary- <b>class teachers</b>.</p> <p><b>All teachers</b> to use a mastery approach when teaching maths via White Rose</p> <p><b>FP</b> to monitor progress of pupils each term and support teachers to identify greater depth pupils.</p>		<p>starters/homework. <b>FP/LR</b></p> <p>Pupil progress meetings at October and December to track pupils from previous year's data. <b>FP</b></p> <p>Teachers to identify pupils who are not making expected progress and plan interventions. <b>ALL/LR</b></p> <p>Teachers to be using White Rose Maths planning and resources consistently across all year groups <b>LR</b></p> <p>GDS pupils to have been identified and provision in place. <b>LR</b></p> <p>Maths deep dive to have taken place and actions disseminated to teachers. <b>FP</b></p>	<p>maps/interventions in place to support <b>all teachers</b></p>		
<p>To upskill our <b>subject leaders</b> to ensure they are effectively leading, monitoring teaching and learning in their subjects</p> <p>To ensure there is effective progression across our foundation subjects and opportunity to build knowledge</p>	<p>Subject managers roles and responsibilities reviewed, distributed and explained to all subject managers- <b>MD/FP</b></p> <p>All subject leaders to work with their Subject partner from the Trust to create LTP, Subject progression continued from 30-day action plan – Maths, Science,</p>	<p>Release time for subject managers to monitor, write reports, analyse data.</p> <p>Deep Dive subject leadership training – CMBC - £35 per leader</p> <p>Andy Taylor £650 split between other Trust schools Subject specific staff meetings-Subject managers</p>	<p>All subject leaders to have shared their subject intent with all stakeholders.</p> <p>Evidence from Deep Dives Autumn Term 1 'deep dives' Maths Science Reading History</p>	<p>All subject leaders to monitor termly with Trust support</p> <p>Deep Dives Spring term</p> <p>Maths Reading Art Geography Music</p>	<p>All subject leaders to monitor termly with Trust support</p> <p>Summer term:  DT History Computing Science</p>	<p>Monitored through work scrutinies- Termly</p> <p>LB to scrutinise subject files</p> <p>Termly meeting with Trust subject leads</p> <p>Subject leaders to conduct learning walks and short</p>

<p>over time.</p>	<p>History Geography</p> <p>Subject Managers and SLT to carry out deep dives into subjects and create actions moving forward.</p> <p>External training through Calderdale subject leader programme.</p> <p>Andy Taylor to deliver session on managing subject and role of subject coordinators (summer term)</p> <p>Clear assessment procedures for core and foundation subjects</p> <p>Knowledge organisers for topics</p>					<p>observations during their subject based half terms.</p>
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## BEHAVIOUR AND ATTITUDES

### WHAT WILL SUCCESS LOOK LIKE:

- Pupils maintain high standards of learning behaviour
- Children are able to show enjoyment, resilience, effort and confidence in applying skills to unfamiliar contexts, tackling challenges and solving problems
- Attendance and persistence absence is at least in line with national average
- Pupils know how to keep themselves safe online
- Pupils are inclusive and show tolerance to others

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2024	Milestone 2 April 2025	Milestone 3 July 2025	Monitoring and Evaluation (impact)
<p>To continue to ensure <b>attendance</b> is at least in line with the national %.</p> <p>To continue to <b>reduce</b> the number of children considered as <b>persistent absentees</b></p> <p>Ensure <b>new government legislation</b> around attendance is being followed</p>	<p>Introduction of attendance non negotiables as outlined in our policy e.g first day calls, weekly monitoring, SLT involvement.</p> <p>HOS and office manager to watch training on DfE site</p> <p>Referrals made to EWO for persistent lateness/absence.</p> <p>Fines for extreme cases of P.A/failure to adhere to school policies (90% or below)</p> <p>Rewards: class and individual followed</p> <p>Further raise focus on attendance, through regular communication with parents and carers via newsletter, general letters on concerned areas. (lates, holidays during term time etc)</p>	<p>Attendance non - negotiables</p> <p>New attendance policy</p> <p>Budget for rewards</p>	<p>Procedures for attendance shared with all staff and parents at the start of the year.<b>FP</b></p> <p>PA tracked by office manager <b>AR</b></p> <p>Twice half termly meetings to look at attendance and identify actions with EWO. <b>FP/MD</b></p> <p>Office manager updates report for ALL groups at the end of each half term for <b>AR</b></p> <p><b>Office</b> to keep a log of children arriving late and send out letters to parents. <b>AR</b></p>	<p>School attendance on track to be in line with national average</p> <p><b>AR</b> update reports for ALL groups at the end of each half term and identifies actions/interventions.</p> <p>PA tracked by <b>AR</b> and to be decreasing as pupils identified as PA attendance has improved</p> <p>Twice half termly meetings to look at attendance and identify actions. <b>FP/MD</b></p>	<p>Overall attendance is in line/above the national average</p> <p>% of PA is lower than last year</p> <p>Improved attendance for target pupils</p>	<p>Termly reports to governors</p> <p>FP to monitor whole school attendance</p> <p>Attendance in line with national for all groups</p>

<p>To ensure that all <b>behaviour and safeguarding</b> concerns are <b>logged on cpoms</b> and appropriate actions taken.</p>	<p>Introduction of new positive behaviour policy Sept 24</p> <p>Training for staff on cpoms</p> <p>Assemblies for pupils around behaviour expectations linked to school values and ethos</p> <p>Communication with parents around new behaviour policy/system</p>	<p>Behaviour policy</p> <p>Cpoms</p> <p>Rewards budget for behaviour</p> <p>Class Dojo</p>	<p>Safeguarding refresher training in autumn 1 <b>MD</b></p> <p>Training for teachers on use of cpoms and expectations in logging incidents and dealing with them <b>FP/MD</b></p> <p>Introduction of new behaviour policy <b>FP</b></p> <p>Assemblies to introduce positive behaviour system <b>MD</b></p>	<p>Cpoms to show low level behaviour incidents are being logged and actioned <b>all teachers</b></p> <p>Pupil and parental voice to show an improvement in attitudes to behaviour and how it's dealt with in school <b>FP/MD</b></p>	<p>Cpom reports to show a decrease in low level behavioural incidents</p> <p>Pupil and parental voice to show an improvement in attitudes to behaviour and how it's dealt with in school <b>FP/MD</b></p> <p>The school has a fair and consistent approach to behaviour management with high expectations for all <b>FP/all teachers</b></p>	<p>Accurate logging of incidents on cpoms along with appropriate action taken</p> <p>Safeguarding and behaviour policy being adhered to.</p>
<p>To improve <b>behaviour</b> across lunchtimes.</p>	<p>Zoned areas of playground to ensure safe play takes place.</p> <p>Appoint Play Leaders to improve the range of activities in the playground at lunchtime provision by midday supervisors</p> <p>Pupils with social and emotional difficulties targeted for support</p>	<p>£? for playground equipment</p> <p>Bibs for playleaders</p>	<p>Plans drawn and playground equipment chosen in consultation with School Council</p> <p>Playleaders in place</p> <p>Areas zoned in playground</p> <p>Range of other activities to keep children busy throughout lunchtime</p> <p>Reduction in behaviour incidents in the playground</p>	<p>Playground equipment in place</p> <p>Reduction in behaviour incidents at lunchtimes</p> <p>Playleader and midday supervisors engage pupils in range of activities</p>	<p>Reduction in behaviour issues at lunchtime</p> <p>Reduction in behaviour incidents</p> <p>Lunchtimes well organised and managed by lead midday supervisor/Play leaders</p>	<p>Lunchtime provision monitoring</p> <p>Behaviour monitoring records showing pupils involved in incidents at lunchtime</p>
<p>To works towards achieving <b>Rights Respecting Bronze Award</b></p>	<p>Hold elections for a rights respecting school council <b>LW</b></p> <p>All topics to have a human right/SMSC link to them on overview grids <b>LW/class teachers</b></p> <p>All classes to have human rights posters in classrooms</p>	<p>RRSA fee - £200</p>	<p>An established rights respecting school council that meet regularly to discuss working towards achieving bronze <b>LW</b></p> <p>Some children across the school will be able to discuss</p>	<p>An established rights respecting school council that meets regularly to discuss achieving bronze and activity in school linked to the RRSA <b>LW</b></p> <p>Most children across school will be able to</p>	<p>By end of summer term achieve RRSA bronze <b>LW</b></p> <p><b>LW</b> RAG rate school in relation to RRSA silver and create action plan for next year to achieve this</p>	<p>School achieves RRSA bronze</p> <p>Pupil voice shows rights of a child are embedded across the school in the majority of year groups.</p>

	<p>that children can see and refer to <b>LW</b></p> <p>All classrooms to have a human right of the week displayed and shared on Dojo for parents <b>LW</b></p> <p>Begin to embed an awareness of protected characteristics and promote equality and diversity for all <b>LW/all staff</b></p>		<p>human rights and give examples <b>all teachers</b></p> <p>Parents will be aware of RRSA and know we are working towards achieving bronze <b>LW</b></p> <p>The rights will be visible in all classrooms and prominent places in school <b>LW</b></p>	<p>discuss human rights and the RRSA and give examples <b>LW/all teachers</b></p> <p>Action plan in place for achieving bronze by early spring <b>LW</b></p> <p><b>FP</b> to organise a cross trust/schools (DF) rights respecting event with other school council leads</p>	<p>Celebrate achievement of award by posting on Twitter, updating website and celebration event in school <b>FP/LW</b></p>	
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## PERSONAL DEVELOPMENT

### WHAT WILL SUCCESS LOOK LIKE:

- Pupils benefit from participation in a wide range of activities outside school including sports, community and FOLT activities
- Pupils are given opportunities to develop their interest and talents
- Pupils are aware of how to keep healthy physically
- Pupils have an awareness of wellbeing and are able to understand the concept of mental health

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2024	Milestone 2 April 2025	Milestone 3 July 2025	Monitoring and Evaluation (impact)
To provide opportunities for pupils to <b>engage in a wide range of extra-curricular</b> activities to enhance the curriculum	<p>After school clubs set up each term <b>MD</b></p> <p>Cross Trust events to take place at least one per half term <b>FP</b></p> <p>Forest School <b>MD</b></p> <p>End of year production for all pupils <b>MD</b></p> <p>Cross Trust school council events <b>FP</b></p> <p>Pupils at Heptonstall to have access to visitors/events at trust schools <b>FP</b></p>	<p>Cost of Forest School per term</p> <p>After school club budget</p> <p>Transportation and staff For trust events</p>	<p><b>All Teachers</b> to be running an after school club in autumn 2</p> <p>At least two cross trust events to have taken place by the end of the autumn term <b>FP</b></p>	<p>A plan in place for cross trust sports events to take place in summer term <b>FP/sports leads</b></p> <p>New after school clubs set up for spring term <b>MD</b></p> <p>All year groups to have taken part in Forest School <b>MD</b></p> <p>At least two cross trust events to take place in spring term <b>FP</b></p>	<p>Cross Trust sports events x2 to have taken place <b>FP/MD</b></p> <p>All pupils to take part in the end of year production <b>LR/all teachers</b></p> <p><b>FP</b> and trust leaders to devise a cross trust plan for the next academic year following feedback from this year</p>	<p>Parental and pupil voice shows that pupils have had access to more extra-curricular activities than in previous years.</p>
To ensure there is a <b>clear and progressive PSHE Curriculum</b> that focuses on pupils mental health and wellbeing	<p>Introduce Jigsaw PSHE scheme</p> <p>Assemblies to introduce half termly unit</p> <p>Weekly/on rotation lessons covering the Jigsaw scheme</p> <p>Introduction of worry box within school for pupils to share worries or concerns.</p> <p>School to have a designated</p>	<p>Cost of Jigsaw scheme</p> <p>Mental health training for MH Lead</p>	<p>Introduction of Jigsaw scheme with clear progression across each year group <b>MD</b></p> <p>Assembly plan to show half termly introduction of theme for whole school <b>MD</b></p> <p>All classrooms to have a designated Jigsaw area to display the half term's unit. <b>All</b></p>	<p>Monitoring shows that PSHE is being taught regularly <b>FP</b></p> <p>Pupil voice shows that pupils are retaining key knowledge around keeping themselves healthy both physically and mentally <b>FP</b></p> <p>Worry box being used and concerns followed up <b>MD</b></p>	<p><b>All teachers</b> to evidence that the full PSHE curriculum has been taught across the year</p> <p>EHNA shows that pupils are aware of how to stay physically and mentally health <b>LR</b></p>	<p>Pupil voice shows that pupils know more and remember more.</p> <p>PSHE monitoring</p> <p>EHNA data improves</p>

	mental health lead		<b>teachers</b>  Monitoring shows that PSHE is being taught regularly <b>FP</b>  School to have a worry box area <b>MD</b>	Staff accessed training on National College <b>FP</b>		
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## LEADERSHIP AND MANAGEMENT

### WHAT WILL SUCCESS LOOK LIKE:

- The school has a strong, newly formed leadership team
- Parents are well engaged with the school and support their child's learning
- Governors continue to challenge school leaders and hold them to account
- Staff have a healthy work life balance

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2024	Milestone 2 April 2025	Milestone 3 July 2025	Monitoring (impact)
To ensure there is <b>strong leadership</b> in place in order to future proof the school	<b>EHT</b> on site once a week  <b>HoS</b> dedicated leadership time  <b>HoS</b> networking with other Trust leaders  <b>EHT/HoS</b> engaging with the Calder Valley Cluster  Coaching for <b>HoS</b> – Rezina Kelly/Stuart Herrington	Release time for HoS  National College  Cost of coaching (funded through DF or Cluster)	Half termly calendar in place to map out <b>EHT/HoS</b> school improvement activities  <b>EHT/HoS</b> attend the Calder Valley Cluster meetings  <b>HoS</b> to attend Trust network meetings for senior leaders  <b>HoS</b> one coaching session with external coach per term – weekly coaching from EHT  HoS RAG rate against leadership standards <b>MD</b>	Development areas identified and use of National College to provide CPD. <b>FP</b>  <b>EHT/HoS</b> attend the Calder Valley Cluster meetings  <b>HoS</b> to attend Trust network meetings for senior leaders  <b>HoS</b> one coaching session with external coach per term – weekly coaching from EHT	<b>HoS</b> and <b>subject leaders</b> contributing towards SIP 2025.  <b>EHT/HoS</b> attend the Calder Valley Cluster meetings  <b>HoS</b> to attend Trust network meetings for senior leaders  <b>HoS</b> one coaching session with external coach per term – weekly coaching from EHT  HoS RAG rate against leadership standards – evaluation <b>MD</b>	External monitoring shows the school is well led and is on an upward trend  Strengthened SLT who impacting on standards at Heptonstall

To upskill our <b>subject leaders</b> to ensure they are effectively monitoring teaching and learning in their subjects.	Curriculum Leader/Exec Ht at DF to oversee subject leaders and work collaboratively with them to monitor their subjects including conducting joint 'deep dives' in their subject areas.  All subject leaders to work with their subject buddy across the year.  Additional release given to monitor subjects, carry out research into improving teaching and learning.	Release time for subject managers to monitor, write reports, analyse data.  Subject leadership training - CMBC -	All <b>subject leaders</b> to have an intent for their subject and up to date section on school website.  Subject 'shallow paddles' to have taken place with <b>subject leaders from DF</b> and fed back to subject leaders at HP and <b>MD/FP</b> with clear actions in place for spring term  Robust monitoring of English and Maths in line with monitoring schedule with clear actions in place for spring term <b>FP</b>	With support from the trust <b>subject leaders</b> to monitor actions from autumn term  All <b>subject leaders</b> to have carried out subject monitoring in the form of either: Deep dive Data analysis Lesson observation Book scrutiny and reported the findings  Subject leaders to take part in monitoring at DF to enhance knowledge of curriculum area <b>FP</b>	<b>Subject leaders</b> to be able to evidence the impact of their subject.  With support from the trust <b>subject leaders</b> to be able to articulate their subject intent, explain and evidence progress and attainment.	Deep dives Data Pupil voice Subject leaders' reports show that subjects are being monitored effectively and that this is impacting on standards across the curriculum
To ensure <b>Governors</b> are equipped with the skills and knowledge of the school to provide rigorous challenge to the leadership team	Governors given file with key documents- SIP,SEF, ,Leadership structure, key information from NGA <b>FP</b>  Termly updates from leaders focus on impact against SIP priorities <b>FP/MD</b>  Govs meeting with managers and involved in enquiry walks – SLT <b>FP</b>  <b>Governors</b> to submit feedback to the chair and headteacher after each visit	Termly update at Govs meeting-Chair/Headteacher  Calderdale Governors traded subscription  Clerking service	Standards and attainment report discussed at governors meeting in Autumn term <b>FP</b>  SIP approved and ratified by <b>governors</b> at AGM  Autumn term <b>HT</b> report/SIP milestone 1 focuses on impact of actions in place	ISDR training completed <b>FP</b>  <b>Clerk</b> ensuring minutes show challenge questions around attainment and progress of pupils across the school	Governors able to answer questions regarding the school's attainment and progress and are able to clearly identify what actions have been put in place to address any issues.	Training records  Governors minutes  Head teachers report
To increase <b>parental engagement</b> across	Create a parental engagement policy	Dojo	Create parental engagement policy	Parent survey points actioned <b>MD/FP</b>	End of year parent survey to go out <b>FP</b>	Parent surveys and

<p>school</p>	<p>HoS/EHT to start monthly newsletters to parents</p> <p>HoS/EHT to create an overview each term of parental engagement opportunities</p> <p>Regular posts on Twitter and Facebook to showcase the school</p>	<p>Monthly newsletters</p> <p>Twitter/Facebook</p>	<p>and overview of opportunities <b>FP</b></p> <p><b>FP/MD</b> Start monthly newsletters to parents</p> <p>At least one opportunity for each class has taken place with parental involvement <b>MD</b></p> <p>Initial parental survey to go out <b>FP</b></p> <p>Twitter/Facebook updated weekly with highlights <b>MD</b></p> <p>Teachers to post regularly on Dojo updates for parents and examples of pupils' work <b>all teachers</b></p>	<p>At least one opportunity for each class has taken place with parental involvement <b>class teachers</b></p> <p>Twitter/Facebook updated weekly with highlights <b>MD</b></p> <p>Teachers to post regularly on Dojo updates for parents and examples of pupils' work <b>all teachers</b></p>	<p>At least one opportunity for each class has taken place with parental involvement <b>MD</b></p> <p>Twitter/Facebook updated weekly with highlights <b>MD</b></p> <p>Teachers to post regularly on Dojo updates for parents and examples of pupils' work <b>all teachers</b></p>	<p>Pupil voice show more parents are engaged with school</p>
<p>Safeguarding is effective</p>	<p>Safeguarding policy updated</p> <p>Safeguarding review of school from EHT</p> <p>Health and Safety audit carried out and actioned</p>	<p>Use of SBM @DF</p> <p>Safeguarding audit</p> <p>Health and Safety audit</p>	<p>Safeguarding policy in place <b>FP</b></p> <p>All staff to have received safeguarding refresher training <b>MD</b></p> <p>School DSI/DDSI to have undergone full DSL refresher training <b>MD/LR</b></p> <p>Site review for safeguarding <b>FP</b></p> <p>Health and Safety audit undertaken <b>FP</b></p>	<p>Safeguarding concerns are being recorded on cpoms and actioned <b>all staff</b> monitored by <b>FP</b></p> <p>School site safeguarding review has been actioned <b>FP/MD/all staff</b></p> <p>Points from H&amp;S audit have been actioned <b>FP/MD/AR</b></p>	<p>Safeguarding concerns are being recorded on cpoms and actioned <b>all staff</b> monitored by <b>FP</b></p> <p>School site safeguarding review has been actioned/points embedded <b>FP/MD/all staff</b></p> <p>Points from H&amp;S audit have been actioned and embedded <b>FP/MD/AR</b></p>	<p>Staff know how to safeguard pupils</p> <p>The school site is safe</p> <p>Health and Safety is compliant</p>