



Heptonstall J & I School

SCHOOL IMPROVEMENT PLAN

2026-27

Introduction

This School Improvement Plan (SIP) responds directly to the action points identified during our Ofsted inspection in June 2023, alongside leaders' analysis of priorities and end-of-year data from 2026. It also reflects emerging trends and has been developed collaboratively with all stakeholders, incorporating the views of pupils, parents, and staff.

At Heptonstall, we believe every child matters. We are driven by a strong determination to ensure that all pupils and staff reach their full potential. Our school is committed to fostering a culture where learning is exciting, ambitious, and inclusive, enabling every child to flourish academically, socially, and personally.

We want our children to feel proud of their achievements, to embrace challenges, and to leave us with the skills, confidence, and resilience they need for the best possible start in life.

Our Aims

- To nurture a committed and inspirational staff team who motivate children to achieve their very best.
- To broaden pupils' horizons through a rich, creative, and engaging curriculum.
- To ensure strong progress, particularly in English and Mathematics.
- To provide a stimulating, challenging, and supportive learning environment.
- To maintain high expectations for children's performance and behaviour.
- To promote healthy lifestyles for both body and mind.
- To create a school environment in which children are proud to belong and enjoy learning.
- To develop enthusiastic, independent, and confident learners.
- To value each child as an individual and as a member of the wider school community.
- To foster respect for others, regardless of gender, race, or religion.
- To nurture children's talents in sport, the arts, and beyond.



Our Vision and Values

At Heptonstall School, we nurture a safe, supportive community where every child can thrive. We celebrate individuality, foster creativity and embrace challenges, helping learners grow into resilient, confident and ambitious individuals. Through friendship, teamwork and respect, we build self-esteem, independence and good citizenship. With a love of learning at our heart, we are committed to 'Building for the Future'.

Our Values

Together we are 'Building for the...'

Friendship

Understanding

Trust

Unity

Resilience

Exploration



CURRICULUM,TEACHING,ACHIEVEMENT & INCLUSION

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 the national average 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
- All pupils, regardless of background, ability or need, feel valued, supported and are making measurable progress academically, socially, and emotionally

Objectives (intent)	Actions and Personnel (implementation)	Milestone 1 December 2026	Milestone 2 April 2027	Milestone 3 July 2027	Monitoring and Evaluation (impact)
To continue to ensure the quality and impact of phonics teaching across EYFS and KS1 so that all pupils make strong progress in early reading and achieve age-related expectations by the end of Year 1.	Regular monitoring of phonics from phonics lead. External monitoring of phonics from JE Trust Phonics Lead. Refresher Phonics training for all staff delivering sessions Continue to implement actions from English Hub Audit where necessary.	Update previous year's action plan using English Hub audit and share priorities for this year MD All staff teaching phonics to have had refresher training and those delivering daily sessions to receive regular coaching from MD Regular monitoring taking place by phonics lead with feedback given to staff. MD Interventions set up MD Pupils in KS2 who did not pass phonics test in previous years identified and interventions in place for them immediately in September MD	Regular monitoring to continue to take place. MD Y1 (and Y2 retakes) on track to pass phonics. MD Interventions in place for those who need it. MD	Y1 phonics results to be at least in line with national for all groups. MD All actions from audit in autumn term completed. MD	Y1 phonics in line with national for all groups. Pupils in KS2 who still need phonics support are receiving it
To ensure that teaching and learning across all areas of the curriculum is consistently good so that all pupils are engaged, challenged and make strong progress from their starting points.	Expectations for each curriculum area created and shared with staff in September 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	Expectations documents shared in September MD Curriculum LTP and MTP plans in place for all subjects MD Monitoring schedule for each half term created to show monitoring and evaluation that will be carried out by SLT FP/MD Access to CPD via the Trust through staff meetings and the National College MD/FP	Monitoring to show that expectations are being followed and standards in books consistent with expectations FP/MD Subject monitoring schedule for the year to be created and shared FP Subject leader reports to show that teaching across the curriculum is in line with Trust expectations FP/all staff	All expectations and actions embedded and impact visible in books and lessons all teachers Data has improved as a direct result of CPD and support given. all teachers External monitoring from CEO to verify EHT judgements SH/FP	FP MD Leaders from across the Trust CEO Teaching across the curriculum is good or better Pupils are making expected progress

	ins, book looks, data analysis and pupil voice. Monitoring schedule for trust subject leads to support to be created and shared in autumn 1.	ALL teachers/HLTAs to continue to have access to spend time at partner schools to observe good practice and be buddied up with Trust colleague where necessary FP Monitoring schedule for trust subject leads to support to be created and shared in autumn 1. FP			
To ensure all pupils make <u>at least</u> expected progress from their starting points in reading, writing and maths.	FP to update and distribute prior attainment grids to track progress from KS1-2. FP/MD to hold thorough pupil progress meetings at the end of summer term 2026 after data analysis and at the end of each half term. Teachers/HLTAs to complete action plan for autumn term and each half term thereafter along with provision maps to show interventions and support in place. All teachers to use a mastery approach when teaching maths. MD/LR to monitor progress of pupils each half term and support teachers to identify greater depth pupils. Teachers to continue to use reading vipers to explicitly teach comprehension skills and do weekly reading fluency sessions. Termly NFER reading, SPaG and maths tests to be taken. – yrs 2 – 6 –	TAF writing checklists used to identify gaps and interventions/teacher support in place. ALL TA for reading, writing and maths to be submitted on Sonar in October and December. ALL 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. FP/MD Majority of pupils are making expected progress by December. MD/LR/FP GDS pupils to have been identified and provision in place. LR/MD Maths and English typicality monitoring to have taken place and actions disseminated to teachers. MD/LR KS2 classes display AR data to track pupils. LR/CS MD reading fluency, reading VIPERS monitoring each half term. MD to analyse data to ensure pupils on the SEND register are making expected progress and needs are met. MD to review provision maps and intervention timetables to ensure they match pupil progress data and having an impact MD to carry out half termly SEND learning walks in English and maths to ensure consistent approaches across all key	Interventions in place for pupils not making required progress in writing. Produce case studies if necessary. ALL Pupil progress meetings at Feb half term (where necessary) and Easter to identify pupils falling behind. FP Pupils identified in Autumn term to have caught up. FP/ALL Writing moderation to show accurate assessments in both key stages with a focus on greater depth writers. MD Majority of pupils are making expected progress by April. FP Accelerated Reader and NFER data to show pupils ZPD range and reading ages have been maintained or improved. LR/CS MD to analyse data to ensure pupils on the SEND register are making expected progress and needs are met. MD to review provision maps and intervention timetables to ensure they match pupil progress data and having an impact MD to carry out half termly SEND learning walks in English and maths to ensure consistent approaches across all key stages. Monitoring of ELS KS2 Spelling to happen 1 x half term MD Coaching sessions for ELS KS2 Spellings to be introduced fortnightly – Programme developed based on monitoring MD	The majority of 'non SEND' pupils to have made expected progress across the year. LR/CS/MD Trust moderation to verify writing data particularly for EYFS, year 2 and 6 (June 2027 before data submission). MD Data is in line with or above national at all end points and for all groups. FP MD to analyse data to ensure pupils on the SEND register are making expected progress and needs are met. MD to review provision maps and intervention timetables to ensure they match pupil progress data and having an impact MD to carry out half termly SEND learning walks in English and maths to ensure consistent approaches across all key stages. Monitoring of ELS KS2 Spelling to happen 1 x half term MD Coaching sessions for ELS KS2 Spellings to be continue fortnightly – Programme developed based on monitoring MD Implement and embed assessment strategies for ELS KS2 Spelling MD	Pupil data Termly report to governors Lower and Upper School moderation. Trust SLT moderation. External end of year data from perspective. ELS KS2 Spelling programme is embedded and impact has been evaluated.

	teachers. FP Continue to use Accelerated Reader across KS2 and TAs to analyse its impact and ensure ALL pupils are making progress. Use of reading Vipers in KS1/2. Introduction and implementation of ELS KS2 Spelling Programme.	stages. All staff to be trained on ELS Spelling Programme MD Clear progression maps for ELS Spelling Programme in place MD Monitoring of ELS KS2 Spelling to happen 1 x half term MD	Develop assessment strategies for ELS KS2 Spelling MD		
To continue to ensure that all pupils develop fluent, automatic transcription skills (handwriting and spelling) by the end of Key Stage 1, enabling them to write with confidence, accuracy and stamina across the curriculum.	Revisit and revise transcription training from previous year and identify further training needed. MD Review progression documents for English spelling and handwriting MD Regular monitoring of the teaching of spelling, handwriting and English. MD/FP CPD each half term on transcription including sharing good practice within the teaching team and wider trust. MD	Baseline assessment of handwriting and spelling across EYFS and KS1 completed. Teachers Staff CPD re-delivered on teaching transcription explicitly, including non-negotiables to handwriting and spelling instruction. MD Daily transcription practice embedded in all relevant year groups, with monitoring through learning walks and book looks. MD	Pupil progress reviews show improvement in handwriting fluency and spelling accuracy. FP/MD Targeted interventions in place for pupils not meeting transcription milestones. Teachers Moderation of writing samples across year groups confirms consistency in transcription expectations. FP/MD	The majority of pupils are meeting age-related expectations for transcription. Teachers Pupils' writing stamina and accuracy evident in cross-curricular writing samples. MD Staff evaluation and pupil voice collected to inform next year's writing priorities and provision. MD	Book looks and writing moderation show progression in handwriting and spelling. Lesson observations confirm explicit transcription teaching. Staff CPD logs and feedback reflect improved confidence in teaching transcription. Writing outcomes in EYFS and KS1 improve.
To implement a process that identifies the precise early mathematical knowledge pupils need to acquire from EYFS through KS1, enabling staff to accurately assess	LR to work with KL to define the essential early maths knowledge pupils need to acquire for EYFS/Y1/Y2. LR to work with KL to map this out into termly	Audit current EYFS and KS1 mathematics assessment practice. LR Agree the essential mathematical knowledge and key concepts pupils need to acquire from EYFS to Year 2. LR Develop and introduce the EYFS–KS1 assessment framework, including clear	EYFS and KS1 staff are consistently using the assessment framework to identify pupils' acquisition of key mathematical knowledge. LR Assessment information is used to identify gaps and inform subsequent teaching, retrieval and targeted support. Teachers	Evaluate the impact of the assessment process on pupils' acquisition and retention of essential early mathematical knowledge. LR/KL Use assessment evidence to identify remaining gaps and adapt curriculum planning for the following year.	A clearly defined progression of essential early mathematical knowledge is established from EYFS to Year 2. An agreed assessment

pupils' understanding, identify gaps and ensure teaching is targeted towards securing essential mathematical knowledge.	progression documents. LR to train all staff in the use of the assessment tool. LR to monitor use of assessment tool and interventions. External monitoring from KL on implementation and impact.	assessment checkpoints. LR	Maths lead undertakes monitoring and moderation to ensure consistency and accuracy of assessment LR	Teachers Demonstrate improved consistency across EYFS and KS1, with the majority of pupils securing the agreed age-related mathematical knowledge. LR	process identifies whether pupils have secured the specific knowledge and concepts expected at each stage. Assessment information is used routinely by teachers to identify gaps and adapt teaching accordingly. Monitoring demonstrates that assessment is informing planning and teaching, rather than simply recording attainment.
To continue to improve pupils' long-term retention and recall of key knowledge across foundation subjects by embedding retrieval practice and assessment for learning strategies.	LB to work with MD to embed 'sticky knowledge' and core vocabulary into subject plans and documentation. LB to lead CPD for all on retrieval strategies to maximise retention of key knowledge. LB to monitor teaching in foundation subjects along with subjects leads to ensure a consistent approach across all phases and subjects.	CPD delivered on effective retrieval practice. LB Implementation of consistent retrieval strategies across all foundation subjects. LB Monitoring of retrieval practise to take place LB Pupil voice for science, history and geography shows an increase in retention and a consistent approach across key stages LB/MD	Monitoring of retrieval practise to take place MD/FP Monitoring of wider subjects to show improved pupil recall of prior learning through book looks, quizzes, and pupil interviews. LB/FP Subject leaders monitor implementation and provide coaching or support where needed. FP	End of year assessments and pupil voice show sustained improvement in long-term knowledge retention. FP/MD Planning for next academic year includes refinement of curriculum sequencing and retention strategies. LB/MD	Pupil voice shows that articulate and apply key concepts and vocabulary from previous units with increasing independence. Monitoring and book looks demonstrate consistent use of retrieval strategies. Assessment data reflects improved retention over time.
To ensure all teachers have the correct knowledge of the art, music and French curriculum and that teachers are upskilled to ensure quality first teaching in these subjects and to make sure adequate time is	Staff meeting for Art, music and French at the start of the year to set expectations and timetabling MD/LB Staff meetings throughout the year based on training needs MD Provide all teaching staff	Staff Training completed in Autumn MD Medium term to long term plans, progression maps for French, art and music to be provided for staff for each unit MD Monitoring to check coverage and evidence against medium term plans for French, Music, Art -Identify areas of catch up for each year group. MD/LB	Staff training / development to be completed in Spring term for French, art and Music MD/FP Monitoring to check coverage and evidence against medium term plans for French, Music, Art – Check catch up has been actioned and then identify areas of catch up for each year group. Pupil voice to ensure desired curriculums are having impact. MD/LB	Staff training / development to be completed in Summer term for PE and computing MD Monitoring to check coverage and evidence against medium term plans for French, Music, Art – Check catch up has been actioned and then identify areas of catch up for each year group. Pupil voice to ensure desired curriculums are having impact. MD/LB	Staff will have increased confidence, knowledge and pedagogy for French . Music and PE – evidenced through subject monitoring

dedicated to them.	with detailed medium-term plans and Flash Back 4s MD/LB Termly subject monitoring reviews MD/LB Class timetable checks MD	Check time tables and liaise with staff each half term as to when they will be teaching Art music and French. MD	Check time tables and liaise with staff each half term as to when they will be teaching Art music and French. MD	Check time tables and liaise with staff each half term as to when they will be teaching Art music and French. Check and amend plans / units as necessary for the next academic year MD	
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BEHAVIOUR AND ATTENDANCE

WHAT WILL SUCCESS LOOK LIKE:

- Pupils demonstrate high standards of learning behaviour as reflected in our Rights Respecting ethos
- Attendance is at least in line with national average and persistence absence continues to improve
- Pupils know how to keep themselves safe online
- Pupils show a strong understanding of British values, cultural diversity, and democratic principles, and can apply these in respectful, responsible ways both inside and outside school, as reflected in curriculum coverage, student behaviour, and community engagement activities

Objectives (intent)	Actions and Personnel (implementation)	Milestone 1 December 2026	Milestone 2 April 2027	Milestone 3 July 2027	Monitoring and Evaluation (impact)
To raise overall pupil attendance by implementing targeted strategies that reduce persistent absence, strengthen parental engagement, and promote a culture of regular school attendance.	Continue all attendance non negotiables as outlined in our policy e.g first day calls, weekly monitoring, SLT involvement. AR Referrals made to EWO for persistent lateness/absence. AR Fines for extreme cases of P.A/failure to adhere to school policies AR Rewards: class and individual MD 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) MD/AR Teachers to log concerns on cpoms and address poor attendance/punctuality during parents' evening	MD launch whole school attendance campaign. Assembly for pupils and letter to parents. Revisit identification systems for pupils at risk of being PA. FP Pupils who were classed as PA last year are written to at the start of term to remind of our procedures. AR/MD PA tracked weekly and reported to SLT with actions/interventions clear. AR/FP/MD Fortnightly meetings between AR/MD/FP to discuss punctuality and PA children and termly meetings with EWO. Pupils identified as PA in autumn term to have interventions in place to support. MD Continue rewards for classes with attendance above 96% weekly MD	AR update reports for ALL groups at the end of each half term and identifies actions/interventions and share with staff. PA tracked weekly by pastoral manager. AR Fortnightly meetings between SLT and AR to discuss punctuality and PA children.	Final attendance data analysed to assess progress against school targets. AR/FP Impact report shared with governors, highlighting improvements and next steps. FP/MD Transition support in place for vulnerable pupils moving between year groups. MD Strategic planning completed for next year's attendance priorities and systems FP/MD	Termly reports to governors Tracking folder evidence. Attendance file showing referrals/fines Liaison with assigned EWO.
To introduce, embed and evaluate a new whole-school behaviour system that establishes a consistent, relational	Consult with staff, pupils and other relevant stakeholders on the proposed behaviour system. MD Gather pupil voice through age-appropriate discussions,	New behaviour system has been consulted upon, refined and introduced across school. MD Staff have received appropriate	Behaviour system is embedded consistently across school. MD Monitoring demonstrates increased consistency in staff language, recognition, rewards and responses to	The behaviour system is fully embedded and understood by pupils and staff across the school. MD/ALL Staff	Analysis of behaviour incidents and behaviour trends across the school. Comparison of

and restorative approach to behaviour.	questionnaires, class activities and/or school council. LR Use pupil feedback to refine the system prior to implementation. MD/LR Clearly communicate the new behaviour system, expectations and rationale to staff, pupils and parents/carers. MD Provide staff training to ensure a shared understanding of expectations, responses, rewards and consequences. MD Introduce the revised behaviour system across school. ALL Staff Review the current use of Dojo points and align categories/rewards explicitly with the Be Ready Rules and School Values. LR/MD Ensure consistent language is used by all staff when recognising and responding to behaviour. MD/ALL Staff Develop clear resources and visual reminders to support pupils in understanding the expectations. MD	training and understand their roles and responsibilities within the system. MD Pupils can explain the school's key behaviour expectations and understand the link between positive behaviour, Be Ready Rules and School Values. LR/MD Dojo points/rewards have been reviewed and aligned with the school's agreed expectations and values. LR/MD Initial pupil voice has been gathered to establish how well pupils understand and experience the new system. Initial behaviour data is reviewed to establish a baseline and identify any emerging areas of concern. LR	behaviour. FP/MD Dojo points are being used purposefully to reinforce the Be Ready Rules and School Values, rather than simply rewarding general compliance. MD Pupil voice is revisited to evaluate pupils' understanding of the system and whether they feel expectations and responses are fair and consistent. LR Behaviour data is analysed to identify trends, patterns and differences between groups, year groups and contexts. MD Staff feedback is gathered to identify successes, barriers and any further training or adaptations required. MD Adjustments are made to the system where monitoring indicates that these are necessary. MD	Pupils demonstrate a strong understanding of the Be Ready Rules and School Values and can articulate how these relate to their behaviour and choices. ALL Staff Dojo/reward systems consistently reinforce the behaviours and values the school wants to promote. ALL Staff Pupil voice demonstrates that pupils understand expectations and feel that behaviour is managed fairly, consistently and positively. LR Behaviour data demonstrates an improvement in behaviour and/or a reduction in identified behaviour concerns against the baseline established in Autumn 2026. MD Staff report increased confidence and consistency in managing and recognising behaviour. MD/ALL Staff Leaders evaluate the impact of the system and identify priorities for further development in the following academic year. FP/MD	behaviour data against the Autumn 2026 baseline. Monitoring of Dojo points and recognition to ensure they reflect the Be Ready Rules and School Values. Learning walks and behaviour observations to assess consistency of implementation. Staff voice and feedback. Pupil voice at key points throughout the year, including before/at introduction, April 2027 and July 2027. School Council/pupil representative feedback. Parent/carer feedback where appropriate. Monitoring of behaviour in different contexts, including lessons, transitions, playtimes, lunchtimes and less structured parts of the school day. Review of behaviour for different groups of pupils to ensure the system is inclusive, equitable and appropriately responsive.
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PERSONAL DEVELOPMENT AND WELLBEING

WHAT WILL SUCCESS LOOK LIKE:

- Pupils show improved resilience, self-awareness, and emotional regulation and are supported by regular wellbeing activities and access to pastoral care

Objectives (intent)	Actions and Personnel (implementation)	Milestone 1 December 2026	Milestone 2 April 2027	Milestone 3 July 2027	Monitoring and Evaluation (impact)
To implement the updated RSHE framework across the school.	Review policy and update website accordingly. Ensure curriculum progression is updated with new content. Staff training for delivery of RSHE curriculum. Parents awareness of RSHE curriculum through website, consultation and coffee mornings. Evaluation of RSHE curriculum through monitoring schedule.	RSHE policy reviewed and updated in line with 2026 framework; shared with governors and published on school website. MD Consultation held with parents and pupils to inform curriculum planning. MD/LR Audit of existing RSHE resources and purchase of updated materials to ensure compliance. MD/LR Staff training delivered on statutory changes and handling sensitive topics. MD/LR	Update where necessary the RSHE curriculum. MD/LR Carry out learning walk to see delivery of curriculum. MD/LR Pupil voice shows understanding of key themes such as healthy relationships, consent, and online safety. MD/LR Governors receive update on implementation and compliance. MD/LR	RSHE provision evaluated through pupil surveys, staff reflections and parental feedback and fed into next year's action plan. MD/LR Evidence including EHNA shows pupils' secure understanding of age-appropriate RSHE content, including mental wellbeing and safeguarding themes. MD/LR	Pupil voice survey. Parent survey. EHNA results for y5/6 Learning Walk evidence.
To map and implement a clear, progressive personal development offer for each year group, ensuring that pupils receive a well-sequenced programme of experiences, knowledge and opportunities across each half term.	Audit the current personal development offer Map statutory and school-specific requirements Create a half-termly PD progression map Establish clear expectations for each year group Provide staff with clear resources and guidance Coordinate whole-school enrichment Monitor implementation Evaluate impact	Complete an audit of current personal development provision. MD Create and agree a progressive EYFS–Year 6 half-termly PD map that shows Jigsaw, Pol-Ed, assemblies, trips/experiences, parental engagement, keeping safe, community, RSE, RE. MD/FP Ensure staff understand the planned provision and expectations for each year group. MD	Monitor implementation across year groups to ensure the planned PD offer is being delivered consistently. MD/FP Use pupil voice and staff feedback to evaluate the quality and relevance of provision. MD/FP Address any gaps or inconsistencies identified through monitoring. MD	Evaluate the impact of the PD programme on pupils' knowledge, skills and experiences. MD/FP Review the progression map using evidence from monitoring and pupil voice. MD/FP Refine and strengthen the programme ready for the following academic year. MD/FP	A clear, progressive PD offer is mapped for every year group and half term. Staff consistently deliver the planned PD provision. Pupils receive a broad range of age-appropriate knowledge, skills and experiences. Monitoring and pupil voice demonstrate positive impact on pupils' personal development. Gaps and inconsistencies are identified and

					addressed promptly.
To continue to develop leadership, responsibility and citizenship skills in Key Stage 2 by introducing pupil roles and responsibilities, enabling pupils to contribute positively to the school and prepare for transition to secondary school.	List of roles and responsibilities drawn up and shared with all classes. LR/MD Interviews for roles to take place for KS2 where necessary. MD Expectations created with HoS and pupils. MD Newsletters and website to showcase the roles and celebrate. AR/MD Evidence collected throughout the year. LR Introduction of a careers and inspirations week. MD/LR Introduction of careers visits to assemblies half termly. MD/LR	Leadership roles and responsibilities for pupils are designed. LR/MD Application and selection process (e.g. speeches, interviews, written applications) completed in year groups where necessary. MD Pupils appointed to roles such as school council, play leaders, digital leaders, librarians, and wellbeing ambassadors. MD Induction/training sessions delivered so pupils understand expectations and responsibilities. MD LR/MD roles and responsibilities tracker created to track children across the school. Plan in for spring term a careers and aspirations week. MD/LR	Pupil leaders actively fulfilling their roles with visible impact across school life (e.g. supporting playtimes, leading assemblies, contributing to school council decisions). LR/MD Mid-year review carried out using pupil and staff voice to evaluate effectiveness and identify improvements. MD LR/MD roles and responsibilities tracker is reviewed half termly and pupils identified as not having a role or responsibility identified. Pupils take part in a careers week where they can identify future careers and take part in a variety of workshops/visitors to talk about future careers and opportunities available to them beyond school. MD/LR	Pupil leadership roles celebrated and showcased through assemblies, newsletters, website and displays. MD Impact review evidences benefits for pupils (confidence, teamwork, responsibility) and the wider school community. MD Year 5 pupils introduced to leadership opportunities in preparation for stepping up in September. MD/LR	All pupils have the opportunity to contribute to the school through a role or responsibility. Key Stage 2 pupils are taught about becoming responsible and active citizens through various roles and responsibilities. Leaders see a positive impact on the school community.

LEADERSHIP AND GOVERNANCE

WHAT WILL SUCCESS LOOK LIKE:

- The school is supported by the wider Trust team and Executive Headteacher
- 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
- The school has robust safeguarding procedures in place

Objectives (intent)	Actions and Personnel (implementation)	Milestone 1 December 2026	Milestone 2 April 2027	Milestone 3 July 2027	Monitoring (impact)
To ensure Governors are equipped with the skills and knowledge of the school to provide rigorous challenge to the leadership team and contribute to sustained school improvement.	Audit and training needs at the AGM. Governors access regular training and updates on key areas (curriculum, safeguarding, data, finance). National College access for training. Schedule governor visits across the year. Link governors report back on focused monitoring visits, demonstrating understanding of school priorities. Governors to use Calderdale's small schools' risk assessment as an audit tool to identify governance priorities and areas requiring further development.	Audit governors' current skills and training needs. AR Provide ongoing training/update on school priorities, safeguarding, and interpreting data. FP Governors agree link roles aligned to SIP priorities and set a monitoring schedule. MD/FP Gov to complete the small schools risk assessment audit as a working group and priority actions identified. AR Gov to create action plan against small schools' risk assessment audit. AR	Governor visits take place with reports shared at full governing body meetings. FP/MD Governing body minutes evidence purposeful questioning and increased confidence in holding leaders to account. AR Progress against the Small Schools' Risk Assessment action plan is reviewed by governors. AR	Governors complete self-evaluation of their effectiveness, identifying progress made and next steps. AR Evidence from monitoring visits and minutes shows consistent challenge and support to leadership. FP Evidence demonstrates progress against actions identified through the Small Schools' Risk Assessment. AR Governors can articulate the school's key priorities, strengths, areas for development and the impact of actions taken.	Ofsted or external reviews recognise governance as a strength in driving improvement. Governing body minutes show appropriate level of challenge to school leaders balanced with support. Governors have a greater understanding of their role and how to support school leaders. Governors use evidence from monitoring, training and school performance information to inform their questioning and decision-making.

EYFS

WHAT WILL SUCCESS LOOK LIKE:

- The school has a fully compliant EYFS where pupils thrive and achieve and are well prepared for KS1
- The school has a relentless focus on ensuring all pupils are supported with early writing and ready to access the KS1 curriculum

Objectives (intent)	Actions and Personnel (implementation)	Milestone 1 December 2026	Milestone 2 April 2027	Milestone 3 July 2027	Monitoring (impact)
To ensure EYFS provision provides clear progression in children's foundational knowledge and skills , enabling all children to make strong progress from their individual starting points.	Continue to embed a coherent, research-informed approach to the teaching of writing, ensuring all children engage in daily, structured practice in handwriting, spelling and sentence composition. Use oral rehearsal consistently to support vocabulary development, sentence construction and writing fluency. Establish and use clear checkpoints for foundational skills, including handwriting/fine motor development, phonics, spelling, sentence composition and mathematics. Ensure assessment information is used to identify gaps and inform targeted provision, intervention and challenge for foundational skills. Develop and embed a clear progression of provision, ensuring children build securely on prior learning and develop increasing independence.	Daily structured opportunities for handwriting, spelling and sentence composition are consistently embedded. MD Oral rehearsal is routinely used to support children's sentence construction and writing fluency. MD Clear mathematical checkpoints are established for key foundational skills, including counting, number recognition, subitising, comparison and composition. MD/LR Monitoring demonstrates that children have regular opportunities to develop and apply mathematical understanding through practical experiences and continuous provision. MD	Assessment checkpoints are used effectively to identify gaps in children's writing and mathematical understanding and inform targeted provision. MD Children demonstrate increasing confidence and accuracy in foundational number skills, including counting, subitising, comparing quantities and recognising/composing numbers. MD/LR Mathematical talk, reasoning and problem-solving are increasingly evident across adult-led activities and continuous provision. MD Children demonstrate increasing confidence and independence in handwriting, spelling and sentence composition. MD	Evidence demonstrates strong progress in children's foundational writing and mathematical skills from their individual starting points. MD Children demonstrate secure understanding of key early mathematical concepts, including number, quantity, counting, comparison, composition and early calculation. MD/LR Children increasingly apply mathematical knowledge independently to solve problems and explain their thinking. MD Daily writing practice, oral rehearsal, handwriting and spelling are securely embedded across the EYFS. MD Assessment and transition information demonstrates that children are well prepared for the mathematical and literacy expectations of KS1. MD	Learning walks and work samples demonstrate consistent daily practice in handwriting, spelling, sentence composition and oral rehearsal. Assessment checkpoints evidence progress in foundational mathematics, including number, counting, subitising, comparison, composition and early calculation. Monitoring of continuous provision demonstrates clear progression and regular opportunities to apply writing and mathematical skills independently. Children demonstrate increasing fluency, confidence and independence in sentence composition, handwriting and spelling. Children develop secure number sense and increasingly apply mathematical knowledge, language and reasoning independently.

To ensure children experience a smooth and well-informed transition into KS1, with their attainment, progress, strengths and areas for development clearly communicated and used to inform Year 1 provision.	Establish clear transition checkpoints for key foundational skills, including writing, handwriting, phonics, mathematics and communication and language. Develop a consistent approach to sharing assessment information, strengths, gaps and next steps with Year 1 staff. Work collaboratively with KS1 to ensure transition information is used to inform Year 1 planning, provision and targeted support. Identify children requiring additional support or challenge and ensure appropriate strategies and interventions are communicated and continued into KS1. Develop children's independence, resilience, communication and learning behaviours to support a successful transition into KS1. Work collaboratively with KS1 to identify the knowledge, skills and behaviours children need to be ready for the expectations of Year 1.	Agreed transition checkpoints are established and being used consistently. MD Staff agree the key information and assessment evidence to be shared with Year 1. MD Initial tracking identifies children who may require additional support or challenge. MD	Progress against foundational skill checkpoints is reviewed, with gaps identified and addressed through targeted provision. MD EYFS and KS1 staff use shared assessment information to support continuity of learning and expectations. MD Monitoring demonstrates that children are increasingly demonstrating the independence, confidence and learning behaviours required for a successful transition to KS1. MD	Comprehensive transition information is shared with Year 1 for all children, including attainment, progress, strengths and next steps. MD Year 1 staff demonstrate a clear understanding of children's starting points and identified needs. MD Evidence/transition plans demonstrate that transition arrangements support continuity of provision and enable children to make a confident start to KS1. MD Monitoring evidence demonstrates that children are well prepared for KS1, with secure foundational skills, increasing independence and confidence in their learning. MD	Transition checkpoints and assessment information demonstrate children's progress in key foundational skills and identify remaining gaps. Monitoring of children's learning, independence and learning behaviours demonstrates increasing readiness for the expectations of KS1. Children make a confident and successful transition into KS1, with the skills, knowledge and behaviours needed to access the Year 1 curriculum. Year 1 staff have a secure understanding of children's starting points and next steps, enabling continuity of learning and provision. Children demonstrate increasing independence, resilience, confidence and readiness to learn as they move into KS1.
To strengthen children's communication, language and thinking skills through high-quality adult interactions, purposeful questioning and effective identification of speech and language needs.	Embed the SHREC approach across EYFS to strengthen the quality of adult-child interactions: Ensure all adults consistently use high-quality interactions to develop children's vocabulary, understanding, confidence and thinking. Embed Blank Level Questioning across continuous provision and adult-led activities to develop children's understanding, vocabulary, reasoning and thinking. Provide staff with guidance and modelling to support the effective use of different levels of	Staff have a shared understanding of the SHREC approach and expectations for high-quality interactions. CPD MD Monitoring establishes a baseline of adult-child interactions across EYFS, including the use of SHREC and Blank Level Questioning. MD WellComm is embedded as an assessment tool, with identified children receiving appropriate support. MD Provision progression documents outline prompts for quality interactions across the year. MD Provision areas have key vocabulary (tiered), SHREC	Monitoring demonstrates that SHREC strategies are consistently embedded across continuous provision and adult-led activities. MD Adults increasingly sustain conversations, extend children's language and use comments and modelling alongside purposeful questioning. MD WellComm assessments are reviewed and targeted interventions are adapted in response to children's progress and needs. MD	High-quality interactions are consistently evident across EYFS provision, with staff confidently applying the SHREC approach. MD Children demonstrate increased vocabulary, confidence, comprehension, reasoning and ability to sustain conversations. MD Children identified through WellComm demonstrate measurable progress in communication and language and are increasingly able to access learning independently. MD	Learning walks demonstrate consistent and appropriate use of Blank Level Questioning and high-quality adult-child interactions. WellComm assessments, interventions and review records demonstrate that communication and language needs are identified and addressed. Observations and assessment evidence demonstrate progression in vocabulary, comprehension, reasoning and expressive language.

	questioning. Implement WellComm consistently to identify children requiring additional support with speech, language and communication. Use WellComm assessment outcomes to inform targeted interventions and adaptations to provision. Monitor the impact of WellComm interventions and review progress regularly. Monitor the quality of interactions across continuous provision and ensure adult interactions are purposeful, sustained and responsive to children's interests and developmental needs.	statements/questions and quality interaction prompts visible to all staff. MD			Children demonstrate improved vocabulary, comprehension and confidence in communicating their ideas. Children increasingly explain their thinking, reason and respond to more challenging levels of questioning. Children identified through WellComm make measurable progress, with communication and language needs addressed effectively.
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