

**Achieve** **ABC** **Believe** **Celebrate**

## Handford Hall Primary School

**‘Education is never to arrive but to travel with a different view’  
R S Peters**

**School Development Plan 2025/2026**

***Success starts here.***

# *The School Aims*

## **STATEMENT OF AIMS:**

**To provide a broad, balanced and relevant curriculum which, whilst meeting the requirements of the National Curriculum 2014, enables all children regardless of race, gender, class, cultural identity or ability to achieve their fullest potential intellectually, physically, socially, creatively and spiritually.**



## **The aims of the school are:**

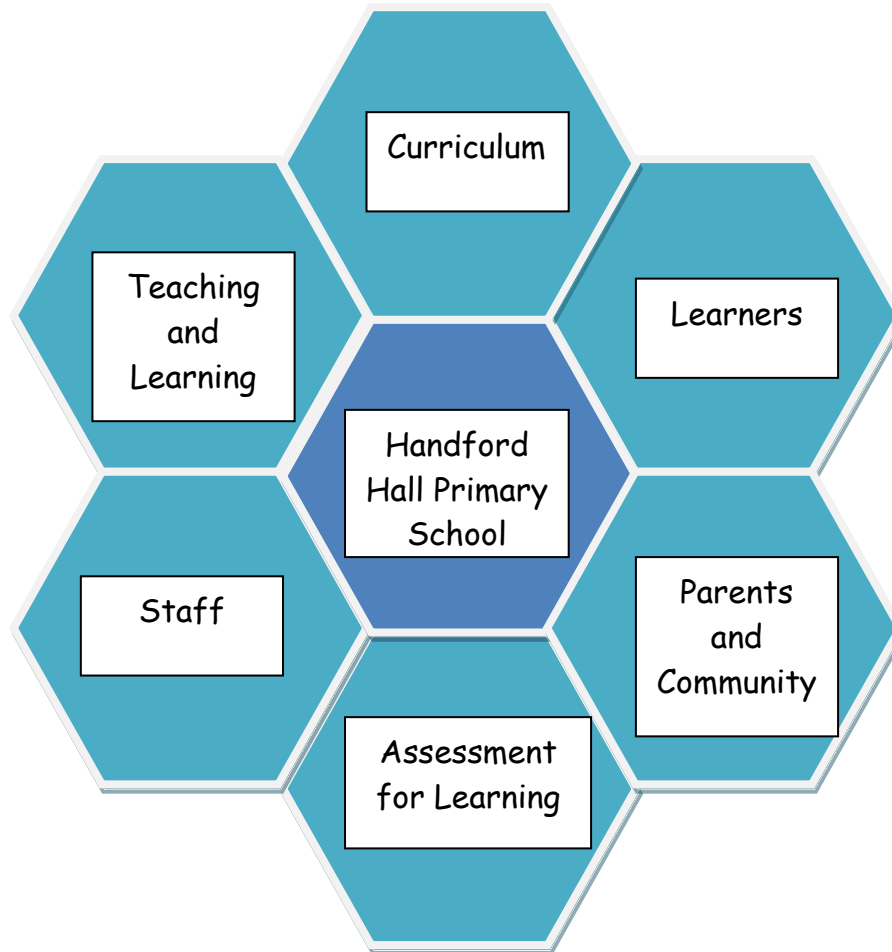
- To provide a friendly, caring and stimulating environment in which learning and teaching can flourish.
- To involve parents/carers as fully as possible in their children's learning and progress and to develop the school's partnership with the wider community.
- To help the children acquire knowledge, concepts, skills and attitudes; this will enable them to become full and responsible members of society.
- To develop positive self-esteem and to foster respect for the rights and responsibilities of all.
- To create an environment in which everyone can have high expectations of themselves and others and be able to work co-operatively.
- To encourage children to be confident and independent learners.
- To achieve the highest educational standards possible.
- To foster an awareness, respect and appreciation of the environment we work and live in.
- To work as members of a team, this puts equal opportunity, achievement and co-operation foremost.

We will ensure that every member of staff:

- Contributes to excellent learning at all times.
- Ensures a safe, secure and respectful environment is operated at all times.
- Collaborates with colleagues inside and outside the Trust to maximize the learning benefits to our children.
- Has access to national best practice and leading research in primary education through visits, training and top-class consultancy support.
- Understands the unique needs of our community and believes passionately that every child deserves to be the best that they can be.
- Has access to the best research and have evidence-based approach to teaching and learning.

### Handford Hall Primary School Priorities

1. To make learning irresistible, relevant and life enhancing.
2. To fully understand the aspirations, learning needs and barriers to learning of each of our pupils and to carefully monitor and guide their progress in collaboration with their parents/carers.
3. To continue to retain, train and recruit the best staff at all levels including governors.
4. To continue to research, develop and implement the best practice in all aspects of our teaching and learning.
5. To promote excellence through high expectations and aspirations for success.



We will ensure that every child:

- Enjoys their time at school and is enthusiastic about learning.
- Is equipped with the skills to learn independently.
- Is self-confident and equipped with the social skills, which will enable them to succeed in the community and workplace.
- Has a moral compass and resilience, which will fit them for the challenges of modern life.
- Is fully equipped with literacy and numeracy skills, which will enable them to succeed at secondary school and beyond.
- Aspires to be the best they can be.
- Is exposed to a wide range of experiences to broaden their outlook and enable them to develop balanced views.
- Has the opportunity to develop their skills and talents across the creative and inspirational curriculum.

## SCHOOL DEVELOPMENT PLAN 2025/2026

### Ofsted 2023 recommendations:

In a few areas of the curriculum, a small number of pupils do not fluently recall their prior learning. Leaders need to continue to evaluate and review their curriculum to support all pupils to deepen their knowledge and understanding to secure the best possible outcomes. Too many pupils do not get to school in a timely manner at the start of the day. This means that they miss important learning that leaders have put in place. Leaders need to ensure that they continue to monitor attendance and punctuality and communicate the importance of this with parents so that vital learning is not missed.

### In 2025/26, the following areas are a focus to sustain high quality provision:

#### Teaching and learning

- To continue ensuring assessment for learning is used systematically to monitor understanding, identify misconceptions and provide clear, direct feedback in order that teaching is responsive and adapted to children's needs.
- To ensure pupils identified with SEND have precise received provision that ensures strong progress from starting points.
- To ensure adaptive teaching and learning accelerates progress of high standard and GDS students.

#### Leadership and management

- To ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils through internal development and external partnership.
- To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximizing impact on pupil learning, following increased number of mobile students as well as students with diverse needs.
- To ensure that statutory health & safety responsibilities are effectively managed and that the school estate is maintained to a high standard following recruitment.
- To continue to manage falling rolls projections within Westgate area through strategic place planning.
- To ensure that Governance continues a risk focused methodology that supports strong knowledge of Trust structures and futures thinking.
- To minimize potential financial risks and ensure continued financial stability.

#### EYFS

- To continue to ensure pitch of teacher led and independent learning for key groups, including disadvantaged pupils and boys in EYFS enables pupils to make rapid progress from baseline.
- To ensure that an increased percentage of children achieve the Early Learning Goals (ELG) for Literacy, Mathematics and Personal, Social and Emotional Development.

## Handford Hall Primary School Curriculum Priorities for 2025/2026

HH strengths: outstanding progress for all groups across the whole school, supportive, highly cohesive learning community where children reach and exceed their potential, innovative (creative/outdoor) curriculum design that allows for pupils to constantly share and reflection their own experiences.

Attendance target – 97%; to improve whole school attendance and PA (focus: identified groups and pupils between 92%-95%)

### Oracy, Phonics, Reading,

- Mobile, poor attendance pupils and new arrivals
- Phonics/Early Reading – Years 1, 3, 5 and 6
- Greater Depth pupils

- RWI
- Early Readers in KS2
- EYFS – non - negotiable Literacy through play incl. T4W
- Reading Fluency
- Guided Reading
- Accelerated Reader
- Dialog Readers
- Reading Conferences
- Oracy
- Lesson Study and Pupil Book Study
- AFL

### Writing – whole school

- Mobile, identified poor attendance pupils and new arrivals
- Greater Depth pupils

- Lesson study
- Pupil Book Study
- Handwriting
- EYFS – non - negotiable Literacy through play
- EYFS/KS1 and Years 3, 5 and 6
- Cross curricular writing
- Writing Conference
- AFL

### Mathematics – whole school

- Mobile, poor attendance pupils and new arrivals
- EYFS – number and number patterns
- Greater Depth pupils

- Lesson study
- Mathematical enquiry /differentiation/maths in context
- Focus on basic skills and arithmetic and KIRFs - HH core skills
- Non - negotiable Maths through play in EYFS (focus: number and number patterns)
- AFL

### HH Curriculum

To evaluate non-negotiable knowledge, vocabulary and skills in HH Expressive Arts Curriculum and RE (Focus: building blocks and retention of Key Facts)

- Prior knowledge and progression of knowledge, skills and vocabulary
- Lesson Study
- Pupil Book Study
- Retrieval and recall
- AFL

Adaptive teaching and learning for All

## Section 1: Pupil Outcomes

A Standards achieved by pupils (attainment and progress)	JOBS TO BE DONE	RESPONSIBILITY	RESOURCES AND TRAINING	OUTCOMES/SUCCESS CRITERIA
<p><b>Current position:</b> There has been a trend of excellent progress despite very low entry points and mobility. Individual pupil underperformance is swiftly identified and addressed through targeted interventions and a regular process of robust data analysis identifies any gaps/trends emerging. Steps to address these are addressed through action plans that ensure clear lines of accountability and responsibility. This supports the school's 'no child left behind' ethos and ensures attainment and achievement is similar for all groups by the time the children reach the end of KS2.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>➤ All pupils to achieve 3 points progress over the year (meet age related expectations), with a high proportion in each year making more than expected progress</li> <li>➤ All groups of pupils make similar rates of progress, including Pupil Premium, SEN, Multilingual (EAL) and those pupils who receive targeted intervention</li> <li>➤ Pupil books clearly demonstrate progress over the year, which is also evident in pupil books across key stages and throughout the school.</li> <li>➤ Y1 phonics results for HH pupils are at least in line or above national data (HH pupils)</li> <li>➤ HH Y2 children retake and pass the threshold in the phonic screening check (HH pupils)</li> <li>➤ HH EYFS data shows accelerated progress and is at least in line or above national figures (HH pupils)</li> </ul>				
<p><b>A.1</b> To continue raising attainment by securing outstanding progress in reading, writing and maths by providing enhanced opportunities for pupils to achieve 'depth of learning'.</p> <p>To continue ensuring assessment for learning is used systematically to monitor understanding, identify misconceptions and provide clear, direct feedback in order that teaching is responsive</p>	<p>In depth analysis of end of year assessments/HH summative assessments/T assessments and comparative performance of all year groups. To continue evaluation of data on half-termly basis (Phonics and Star Reader every 6 weeks) and termly (other subjects) basis.</p> <p><b>Systematic AFL and feedback to students in lessons.</b></p> <p>Identify variations of achievement including gender, ability, mobility (refer to HH Priorities 2025/26)</p> <p>SMT will provide regular training to support staff in achieving their pupil progress and attainment targets and ensuring that all children are given the optimum opportunity to master the curriculum. SMT will regularly monitor and arrange Phase Meeting Reviews in which staff will share progress in books and moderate against our assessment system.</p>	<p>HT SMT Teachers TAs Governors</p>	<p>KB /SMT  Updated resources  PPA Time  INSET time</p>	<p>Pupils' progress and attainment is excellent.</p> <ol style="list-style-type: none"> <li>1. All pupils in all year groups to make at least expected progress with many achieving more than this.</li> <li>2. Progress (HH model) and attainment for all pupils at the end of EYFS, KS1 and KS2 is high and well above national.</li> <li>3. There are no gaps between achievement and attainment between groups of pupils.</li> <li>4. Targeted interventions are robust and ensure that no pupils are left behind.</li> <li>5. More pupils leave EYFS at a Good Level of Development and are well prepared for the KS1</li> </ol>

and adapted to children's needs. To ensure pupils identified with SEND have precise received provision that ensures strong progress from starting points.

**Reading**

**Reading: The teaching of reading is always given prominence within the school.**

To continue developing Quality First teaching of reading through training new staff, embedding systems and best practice in all phases, including daily guided reading and AR sessions in all year groups and Duolog Reading practice in KS2.

Reading Fluency embedded.

Streaming during Guided Reading if appropriate.

Continue to evaluate the impact of interventions/booster classes: 1 to 1 /additional RWInc/Fresh Start/Guided Reading/in-school tutoring to raise achievement of all pupils.

ITTP and Lesson Study in place.

**Writing**

**Writing:**

Teachers continue using modelled writing activities across all subjects.

Handwriting, spelling and grammar continue to be taught explicitly over the week as well as being embedded within creative writing lessons. HH writing sessions follow a clear teaching and learning pathway.

Talk for Writing (EYFS and KS1) and contextualized

National Curriculum.

<p><b>Maths</b></p>	<p>writing continues to be evaluated half termly to maximize pupils' progress in writing.</p> <p>Non-negotiable literacy through play in EYFS continues to be effective in securing accelerated progress of pupils in Reception classes.</p> <p><b><u>Maths</u></b></p> <p>Fluency and KIRFs are the main drivers in HH Spiral Maths spiral curriculum – evaluated termly.</p> <p>Maths Mastery Curriculum is embedded in all phases.</p> <p>(MAST teachers to support all staff in implementing Maths Mastery).</p> <p>Streaming where appropriate.</p>			
<p><b>A.2</b> HH Curriculum</p> <p>To review effectiveness of HH Expressive Arts curriculum to meet the needs of all pupils through adaptive teaching and learning (non-negotiable knowledge and skills of building blocks)</p> <p><b>Focus: Expressive ARTS curriculum (Art, DT, Music) and RE</b></p>	<p>Expressive Curriculum (Art, DT, Music) and RE meet the needs of all pupils.</p> <p>Pupil Book study interviews indicate clear progression of knowledge and skills, vocabulary.</p> <p>Continuous Curriculum CPD for teachers impacts on pupils' attainment and progress as well as enjoyment and engagement in subjects considering Essential Skills Curriculum mapping.</p> <p>ITTP and Lesson Study in place.</p>	<p>HT SMT Teachers TAs Governors</p>	<p>KB /SMT</p> <p>Updated resources</p> <p>PPA Time</p> <p>INSET time</p>	<p>Pupils' progress and attainment in foundation subjects is excellent.</p> <ol style="list-style-type: none"> <li>1. All pupils in all year groups to make at least expected progress with many achieving more than this.</li> <li>2. There are no gaps between achievement and attainment between groups of pupils.</li> <li>3. Targeted interventions are robust and ensure that no pupils are left behind.</li> <li>4. HH Expressive Arts Curriculum is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.</li> </ol>

## Section 2: Teaching and learning

B Teaching and learning - curriculum	JOBS TO BE DONE	RESPONSIBILITY	RESOURCES AND TRAINING	OUTCOMES/SUCCESS CRITERIA
<p><b>Current position:</b> Performance Development securely linked to teacher performance and the school's pay and appraisal policies. The Senior Management Team implements a rigorous and highly effective cycle of evaluation and monitoring to ensure that as the school expands, standards of teaching and learning remain high for all pupils. High quality CPD, including coaching and mentoring programmes will continue to be organised for all staff, including teaching assistants and will be mapped to ensure that all staff are given opportunities to develop professionally. The school's assessment system will continue to be reviewed and refined so that it is an effective tool in measuring pupil progress and attainment and mapping interventions.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>➤ Pupil books in all year groups demonstrate outstanding teaching over time (progress/coverage/standards/expectations).</li> <li>➤ New staff are inducted successfully into the school and follow the school's Teaching and Learning policy</li> <li>➤ High quality CPD ensures that staff deliver high quality teaching. This is evident in lesson observations, work in pupil books and progress.</li> <li>➤ The rate and quality of progress and achievement for all groups/year groups is consistent across the school.</li> <li>➤ High quality teacher marking and feedback is consistently applied across the school and across all subjects.</li> <li>➤ The assessment system measures progress and attainment, identifies strengths, and any emerging patterns of under-performance or areas for development.</li> <li>➤ HH Subject Leader handbook is an effective guide for individual subject expectations.</li> <li>➤ ITP and Lesson Study in place.</li> </ul>				
<p><b>B.1</b> To ensure adaptive teaching secures accelerate progress of all pupils</p>	<p>All staff follow HH Teaching and Learning Policy to ensure consistency in standards throughout the school.</p> <p>Due to increased number of pupils with diverse needs consider streaming in identified subjects (Maths, Reading, English in Y4, 5 and 6)</p> <p>Ongoing CPD re: adaptive teaching and learning.</p> <p>Monitor agreed Teaching and Learning principles through pupil progress, regular drop-ins, work scrutiny, coaching, Learning Walks and Pupil Perceptions.</p>	<p>HT SMT Teachers TAs Governors KP</p>	<p>Supply cover for visits to other schools</p> <p>INSET time/PD days</p>	<p>Children achieve and progress the best they can.</p> <p>GDS pupils are provided opportunities to extend the depth of their learning.</p> <p>Clear understanding of pupils' strengths and gaps.</p> <p>Informed planning.</p> <p>Assessment timetable in place.</p> <p>Clear marking policy includes regular feedback to pupils and their responses.</p>

### Section 3. Leadership and management

C Leadership and Management of our School	JOBS TO BE DONE	RESPONSIBILITY	RESOURCES AND TRAINING	OUTCOMES/ SUCCESS CRITERIA
<p><b>Current position:</b> The senior leadership team is effective in ensuring that monitoring, self-evaluation and improvement across the whole school is robust. Middle leaders (subject leaders) will continue to develop their role to ensure that standards within the curriculum are consistently high and that all pupils make excellent progress. All new teachers will undertake induction and buy into the school's vision. Governors will support the school in its monitoring and self-evaluation, and they will continue to provide challenge to further improve outcomes for pupils.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>➤ Responsibilities for day-to-day management of the school are delegated routinely to DHT and AHT (both gain experience in a range of areas e.g. safeguarding, IYFAP, appeals, policy making, cover provision, development of School Improvement Plan, Performance Development and leading on quality assurance across the whole school).</li> <li>➤ Staff wellbeing at all levels in place.</li> <li>➤ All staff buy into the school's vision – new staff are successfully inducted.</li> <li>➤ Expectations and standards are high and consistently applied in all year groups and in all subjects.</li> <li>➤ There are no inconsistencies in the quality of teaching and learning across the school.</li> <li>➤ New initiatives are led by senior leaders and implemented successfully.</li> <li>➤ Quality assurance of assessments is routinely undertaken by SMT and these ensure that pupil target work is put into practice.</li> <li>➤ Senior Leaders know the attainment and achievement of pupils within their phase; they identify gaps and implement plans to address these.</li> <li>➤ Subject leaders display confidence in leading their area of responsibility: progress towards targets is fed back to HT and colleagues and improvements are evidenced on action plans and in monitoring (pupils demonstrate good progress in all subjects across the school).</li> <li>➤ CPD is well-planned for and meets the needs of individuals to ensure they grow professionally as well as addressing whole school priorities.</li> <li>➤ Monitoring, self-evaluation and school improvement is embedded within the school's systems leading to outstanding pupil outcomes across the school and for all groups.</li> <li>➤ Governance provides appropriate challenge to support the school in maintaining/improving outcomes for pupils.</li> <li>➤ Teachers manage workload and develop a healthy work-life balance.</li> </ul>				
<p><b>C.1</b> To share HH outstanding practice locally and nationally</p>	<p>HT/SMT and teachers work collaboratively with colleagues in the MAT and in other local schools.</p> <p>The school provides regular CPD for local schools as well as nationally.</p>	<p>HT SMT Teachers TAs Governors</p>	<p>HH teaching and learning offer is available on the website. Subject leaders networking meetings. Lesson study.</p>	<p>Following staff training learners' attitudes to their education are positive. They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements.</p>

				Teacher networking impact on pupils' attainment and progress.
<b>C.2</b> To ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils through internal development and external partnership.	Monitoring of HH staffing structure to secure meeting the needs of the diverse school community	HT FGC Trust	Budget 2025/26 and use of reserves	School can sustain adequate staffing across the school.
<b>C.3</b> To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning following an increased number of mobile students as well as increased number of students with additional needs. .	Annual Staff Survey  Monitoring of effectiveness of directed time.  Increased number of SEND pupils in year groups	HT SMT FGC	CPD	Clear timescales of reviews and feedback to staff
<b>C.4</b> To ensure that statutory health & safety responsibilities are effectively managed and that the school estate is maintained to a high standard following recruitment.	Training and coaching provided for a new office manager and Attendance Champion	HT	Training	Office manager and Attendance Champion are clear of expectations following undertaken training

<p>C.5 To continue to manage falling rolls projections within Westgate area through strategic place planning.</p> <ul style="list-style-type: none"> <li>• To ensure that Governance continues a risk focused methodology that supports strong knowledge of Trust structures and futures thinking.</li> <li>• To minimize potential financial risks and ensure continued financial stability.</li> </ul>	<p>Regular review of staffing structure.</p> <p>Local Intelligence and networking with primary schools in the area re: falling roll.</p> <p>Review of Enrichment opportunities and maximizing on the local opportunities.</p>	<p>HT FGC Trust</p>		<p>Manging of staffing structure in school with falling roll to secure the best possible outcomes.</p>
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## Section 4. Behavior and Attitudes, Personal Development and Safety of Pupils

D Behaviour and safety	JOBS TO BE DONE	RESPONSIBILITY	RESOURCES AND TRAINING	OUTCOMES/SUCCESS CRITERIA
<p><b>Current position:</b> Safeguarding policies, procedures and practices are reviewed, evaluated and updated on a regular basis in response to current issues and to ensure they meet statutory requirements. The attendance policy will also be reviewed and updated to ensure that high levels of attendance are maintained. SMSC is securely embedded within the curriculum, and the school seeks to explicitly combat prejudice and discrimination through carefully planned themed weeks. Staff are kept informed about safeguarding updates and children learn, through the school's curriculum, how to keep themselves safe. Work will continue on improving pupils' mental health, emotional well-being and self-esteem through our own system of pastoral care this year.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>➤ High levels of attendance are maintained.</li> <li>➤ The attendance policy is updated and reviewed with stakeholders.</li> <li>➤ Safeguarding reviews and audits are built into the school's monitoring programme.</li> <li>➤ Pastoral care continues to provide ready support to vulnerable pupils.</li> <li>➤ Discrimination and prejudice is actively addressed through the curriculum.</li> <li>➤ Pupils have increased opportunities to lead and have a say in all areas of school life.</li> <li>➤ High standards of behaviour are evident throughout the school.</li> <li>➤ Pupils state that they feel safe and parents agree.</li> </ul>				
<p><b>D.1</b> To continue improving confidence levels, ensure outstanding behaviour at all times of school day.</p> <p>Focus: increased number of mobile students</p>	<p>Through BTBYCB, Multiple Intelligence and Zones of Regulation approaches encourage, children continue to make good choices independently.</p> <p>Continue using peer pressure to encourage good attitudes for learning.</p> <p>School Prefects are clear of their roles and responsibilities.</p> <p>CPD training offer in place including mental health, resilience of all pupils.</p> <p>Regular review of Behaviour Policy.</p>	<p>HT EWO SMT Teachers TAs Governors</p>	<p>School Prefects</p> <p>PE, ART Ambassadors</p> <p>School Council</p>	<p>The Staff Handbook makes expectations clear to staff so that there is consistency across the school.</p> <p>SMT have high profile in celebrating and rewarding good behaviour for learning.</p> <p>Pupils are resilient and demonstrate pride and independence in their learning. Engagement in extra-curricular activities is extremely high and reflective of the diversity in the school.</p> <p>These include trips to universities and further education institutions, debating teams, sports and pastoral activities.</p>

				<p>A high number of pupils take up musical instrument tuition. Pupils work collaboratively and purposefully. The school actively promotes values of resilience and perseverance and children can articulate how this reflects on their learning.</p> <p>Pupils are supportive of each other in lessons and the behaviour of all groups around the school is excellent. Pupils encourage others to conduct themselves with consideration. Pupils have a range of opportunities to understand and celebrate key values such as democracy and cooperation and show a high level of respect for cultures other than their own including families, democracy and world culture celebrations. There are many embedded pupil voice role models such as art ambassadors, librarians and the green team who work alongside a proactive school council.</p>
<p><b>D.2</b> To continue to raise attendance across the whole school</p> <p>Focus: new arrivals/mobile students due to additional factor: falling roll and mobility between local schools</p>	<p>2025/26 Attendance Action Plan in place (focus: pupils between 92%-95%).</p> <p>Evaluate impact of Attendance Contracts.</p> <p>On-going monitoring of children with 'attendance issues' with EWO including setting of targets (half termly).</p> <p>EYFS and KS1 coordinators to liaise with parents re: attendance.</p> <p>Rewards for classes with the highest attendance.</p>	<p>HT EWO FSW SMT Teachers TAs Governors</p>	<p>Staff insets</p> <p>Community links</p>	<ol style="list-style-type: none"> <li>1. Learners' attitudes to their education are positive. They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements</li> <li>2. Learners have high attendance and are punctual</li> <li>3. Relationships among learners and staff reflect a positive and respectful culture.</li> </ol>

## Section 5. The Quality of Early Years Education

E The Quality of Early Years Education	JOBS TO BE DONE	RESPONSIBILITY	RESOURCES AND TRAINING	OUTCOMES/ SUCCESS CRITERIA
<p><b>Current position:</b> The EYFS leadership team is effective in ensuring that monitoring, self-evaluation and improvement across the EYFS is robust and meets the needs of HH pupils.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>➤ All groups of learners demonstrate strong progress from starting points as a result of the high expectations of adults. Pupils currently at the school continue to make good or better progress despite very low entry points.</li> <li>➤ We pay particular attention to the development of language and oracy through a language rich provision and role play activities due to the low starting points in this area for many of our pupils.</li> <li>➤ The use of innovative and creative approaches to themed learning such as pupil assessment tools, as well as static opportunities to read, write and count both indoors and outside results in a highly purposeful environment.</li> <li>➤ Children demonstrate independent and safe learning behaviours and are keen to take part because of the clear structures and adult guidance embedded in daily practice. They can demonstrate an understanding of right and wrong and learn to manage their own feelings and behaviour because of the skilled intervention of adults. Children with a particular need are catered for well and in partnership with their parents.</li> <li>➤ Pupils move from EYFS to Year 1 seamlessly because of transition systems in place such as daily supported reader, early morning work, and homework taking place in reception classes. The strong foundations established in the early years result in excellent progress from baseline to the end of KS1.</li> </ul>				
<p><b>E.1</b> To continue to ensure pitch of teacher led and independent learning for key groups, including disadvantaged pupils and boys in EYFS enables pupils to make rapid progress from baseline.</p>	<p>Our EYFS curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning. This is supported by a well-resourced and highly stimulating environment.</p> <p>Phonological awareness sessions are timetabled daily.</p> <p>Communication skills are focus across the whole EYFS Curriculum.</p> <p>This results in pupils quickly developing learning approaches which are collaborative and sustain high levels of concentration and engagement.</p> <p>Teaching is highly effective, with specialist practitioners modelling new language and planning sequences of lessons which effectively build on developing previously learned skills. Systematic teaching of phonics, alongside a well-managed home reading program ensures that children commonly write and read well. Reading books are celebrated across the setting and children benefit from both independent and group reading activities.</p>	<p>HT SMT Teachers TAs Governors External validation</p>	<p>EYFS leaders' networking meetings (OMAT and LA)</p> <p>Lesson study</p>	<p>All teachers and other key members of staff have undertaken training which has informed them about the new EYFS curriculum and provided a way forward.</p> <p>The HH EYFS curriculum builds on children's experiences and widens their horizons.</p>

	The quality of teaching from teachers and support staff is consistently good with much outstanding practice and as a result all groups of children make rapid progress.			
E.2 To ensure that an increased percentage of children achieve the Early Learning Goals (ELG) for Literacy, Mathematics and Personal, Social and Emotional Development.	Evaluation of EYFS Curriculum to focus on accelerated progress in Literacy, Mathematics and PSED.	HT SMT Teachers TAs Governors External validation	EYFS leaders' networking meetings (OMAT and LA)  Lesson study	Pupils are making accelerated progress from different starting points in identified areas of the EYFS Curriculum.