



2 Year Strategic School Development Plan 2023-25

No.	Area	Objective	Success Criteria / Rationale	Lead	Actions
1	QoE	Raise standards in the teaching of Writing across school.	<ul style="list-style-type: none">Improved pupil outcomes in Writing at the end of KS1 and Writing & GPS at the end of KS2.Long term plan in place for agreed approach – Pathways/TfWEvidence of improved outcomes in Writing and GPS across the schoolMonitoring records indicate the quality of teaching of Writing and GPS is at least Good	SWr , AB, RW	<ul style="list-style-type: none">Resequencing of Pathways to Writing to ensure appropriate skills progression.Whole school CPD on Talk for Writing throughout year.Each class to plan some units with TfW strategies, supported by Writing leads and TfW consultant.Staff CPD on GPS and raised profile of this within curriculum.Weekly explicit teaching of Grammar and Punctuation in established.Integration of Grammar & Punctuation into Daily SODA and Weekly Retrieval Quizzes.Implementation of Grammar HammerImplement school handwriting policy and agreed approach, informed by RWI phonics.'Short writing' introduced into the timetable (3 x 20mins p/week), with a focus on effective modelling (I/We do, you do (pairs), you do (individual) tiered process)

2	QoE	<p>Redevelop curriculum in History, Geography, Art & DT to ensure more equitable coverage, improved sequencing, higher quality teaching and more secure pupil outcomes.</p>	<ul style="list-style-type: none"> • Long and Medium Term Plans demonstrates comprehensive coverage and appropriate sequencing that subject leaders can explain. • Planning ensures no large gaps between subjects being taught, enabling children to learn and remember more by building on previous knowledge. • Evidence from learning walks, books and pupil voice indicates the quality for teaching is at least Good in each subject area. • Effective subject assessments evidence the vast majority of children achieve well in each subject and are at ARE or above. 	<p>SWo, JS, NO</p> <p>CW/ AB GB EB NL</p>	<ul style="list-style-type: none"> • Evaluate effectiveness of current curriculum coverage and sequencing (including spacing) in each subject. • Investigate suitable schemes that would build on current curriculum – rationale for change clear. • Reflect on EEF Implementation Model to ensure effective processes for change. Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk). • Facilitate effective programme of CPD for staff to enable smooth curriculum and pedagogical transition. • Cross-reference what aspects of the curriculum have already been covered and amend new LTP accordingly. Phased approach to ensure no duplication or lost learning. • Implement effective assessment and tracking processes, adapting those within chosen scheme to suit the needs of the school. • Monitor impact through learning walks, pupil voice, etc – identifying and supporting those staff in need of further development.
3	QoE	<p>Improve staff pedagogy through effective CPD, with an</p>	<ul style="list-style-type: none"> • Monitoring records indicate the quality of teaching of consistently at least Good 	<p>SWr EW/SWo CE/GB</p>	<ul style="list-style-type: none"> • Lead staff training in Retrieval and embed Daily SODA, weekly Retrieval and monthly Spaced Retrieval Quizzes into the timetable.

		<p>emphasis on evidence informed research and cognitive science.</p>	<ul style="list-style-type: none"> • Retrieval and Spaced Retrieval processes formally established within curriculum time. • Monitoring records indicate staff are applying principles of Explicit Instruction, Questioning & Checking For Understanding, and Managing Cognitive Load in their teaching. • Monitoring indicates staff effectively applying principles of Daily Review, through Daily Soda, Weekly Retrieval Quizzes and Whole Class Feedback (new Feedback Policy). • Monitoring indicates staff are effectively providing children with Models where appropriate across the curriculum. • Monitoring indicates that teachers have an excellent understanding of Scaffolding to support all children to access the curriculum. 		<ul style="list-style-type: none"> • Staff training in Rosenshine's Principles of Instruction. • Staff training in Explicit Instruction, Questioning, Modelling and Scaffolding • New feedback policy with a focus on Whole Class Feedback, formalising daily review. • Learning walks and coaching to support staff after CPD. • Begin the 'Thinking Classroom' training programme and cascade as whole school project.
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4	QoE	<p>Raise standards in the teaching of Maths across the school through embedding the Teaching for Mastery approach.</p>	<ul style="list-style-type: none"> • Improved pupil outcomes in Maths at the end of each phase (EYFS, KS1 and KS2). • Planning ensures progression and sequenced lessons build upon prior learning which allows children to develop their mathematical thinking and coherence in all areas of the Maths curriculum. • Fluency, reasoning and problem solving are evidenced across the curriculum. • Use of variation (conceptual and procedural) is evident in all lessons and across all units taught. • Use of representation and structure supports understanding and develops mathematical fluency, reasoning and problem solving. 	EW / CW	<ul style="list-style-type: none"> • Ensure children are selecting and manipulating concrete, pictorial and abstract materials/representations/methods independently which is being developed and reinforced during daily maths lessons. • Facilitate an effective CPD programme, from the Maths Hub, for staff to enhance understanding of the pedagogical approach – Teaching for Mastery Sustaining; Specialist Knowledge in Teaching for Mastery (SKTM) for EYFS teachers; SKTM for primary teachers and SKTM for teaching assistants. • Identify suitable training linked to adopted scheme of work (Power Maths) which has clear rationale linked to the Teaching for Mastery approach. • Evaluate the effectiveness of current curriculum (including application). • Reflect on NCETM research to ensure effective processes for change linked to Teaching for Mastery. • Monitor impact through learning walks, pupil voice, etc – identifying and supporting those staff in need of further development. • Identify a suitable intervention programme to support identified learners (Number Stacks). Facilitate training for TAs to deliver the programme effectively.
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Additional School Priorities					
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5	B&A	Behaviour & School Values: Improve 'low-level' behaviour around school and establish culture of higher expectations and positive attitudes to learning.	SWr	<ul style="list-style-type: none"> • Research, write and implement new school behaviour management policy. • Lead staff CPD. • Devise new Whole School Values too replace rules. • Implement new reward & acknowledgement system that motivates children and improves comms with parents. • Track impact and report to Governors • Establish fortnightly assemblies that focus on a School Value. • Promote School Values by high profile events – Double Points week for a value • Individual, class and whole school rewards for achieving School Value Dojo points targets.
6	QoE	Reading: Increase the proportion of children working at and above ARE across school in Reading.	SWr KW, SB, RA	<ul style="list-style-type: none"> • Develop timetable to facilitate bottom 20% or readers to read daily. • Re-sequence the Pathways to Reading curriculum to ensure appropriate progression of skills.

				<ul style="list-style-type: none"> • Implement Lexia intervention programme for children off track in Reading or Phonics in Y1-4 • Implement Lexonik intervention programme for children off track in Reading in Y5-6 • Restructure the Reading leadership team by introducing additional teacher to focus on curriculum Y1-6 (joining Phonics lead and Reading Culture lead).
7	QoE	Assessment: Implement more effective feedback, assessment and tracking processes based DFE guidance and evidence informed research.	SWr & CE	<ul style="list-style-type: none"> • Research, write and implement new Feedback Policy, providing greater focus on effective daily feedback (WCF, FF, LF). • Implement new tracking system (Insight) in place of Educator. Build model to fit WH school assessment requirements. • SW, EW & CE to backfill summer assessment and FFT targets so school targets can be set Autumn term. • Train staff to use for next round of assessments (EYFS – Oct, Y1-6 Jan) • Implement assessment schedule in line with DfE recommendations (2 formal assessments p/yr) Jan & June. • Reduce staff workload by removing curriculum objective s tracking system formally in place and automated 'on-track' %. Replace with Standardised Scores and Teacher Judgements, supported by moderation. • SENCO to introduce small steps tracking (B Squared) for SEND pupils on same whole school tracking system.

				<ul style="list-style-type: none"> • Development and implement more effective assessment processes for foundation subjects (Hist, Geog, Art & DT). • Greater focus on effective 'low-stakes' spaced retrieval through Daily SODA, and weekly and monthly retrieval quizzes.
8	PD	Personal Development: Improve children's awareness of rule of law, democracy, respect and human rights.	EB, EW, SWo	<ul style="list-style-type: none"> • School Ambassadors to lead whole school project to become a UNICEF Rights Respecting School. • Introduction of new School Values – Teachers to explicitly discuss why these are important and how can we demonstrate them in our lives. • British Values to be discussed alongside new School Values in assemblies and in PSHE. • Possible trip to Houses of Parliament as part of focus on British Values and Democracy.
9	EYFS	Speech & Language: Improve the provision for developing children's Speech & Language in Reception	CE, RA	<ul style="list-style-type: none"> • Early identification of need through WellComm screening process. All children screened on entry. • Introduce Nuffield Early Language Intervention (NELI) for those children identified as needing additional support through screening. • Strengthen links with S4YC Pre-School and work to co-ordinate Speech & Lang pathway – <i>Eg. Do they screen with WellComm? Do they use Early Talk Boost or another Sp&Lang intervention?</i>

10	QoE	Oracy: Develop whole school culture of oracy and language development (2024/25)	SW , EW, AB, RW	<ul style="list-style-type: none"> • Take key staff to the Great Oracy (School 21) exhibition as immersion event to create shared vision. • Develop CPD programme based on Voice 21 material. • Consider school partnership programme with Voice 21. • Introduce enrichment opportunities that develop oracy (debating society, performing arts) • CPD with staff on how talk can enrich curriculum areas – subject leaders to consider implementation. • Word Aware CPD to develop children' vocabulary across school. • 2nd year of Talk for Writing project.
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