

The Woolenwick Schools

School Development Plan

2026-2027

Key Priority 1

To raise attainment in statutory assessments to be above national average.

Key Priority 2

To strengthen the teaching of maths mastery, ensuring high expectations and secure progression from infants to juniors.

Key Priority 3

To integrate high-quality Oracy opportunities across all curriculum areas.



THE
WOOLENWICK
SCHOOLS

Key Priority 4

To improve the quality and consistency of writing across the school

Key Priority 5

To strengthen inclusive provision by building staff expertise and creating an environment where all pupils thrive.

Key Priority 6

To ensure all pupils have access to a variety of experiences and opportunities that will increase their cultural capital.

Autumn Term 2026

Key Priority 1- Assessments Achievement: To raise attainment in statutory assessments to be above national average. 1.1- GLD- To increase number of children achieving GLD by end of reception. 1.2- Phonics- To increase number of children passing the Phonics screening check at the end of Year 1 and make progress in the retest in Year 2. 1.3 SATs- Improve KS2 SATs attainment so that whole-school outcomes are secure and evidence of impact is visible across English and mathematics.						Autumn 2026 Key Priority co-ordinator: Jade Marshall Sophie Carroll Parul Patel-Martin Tom Robinson
Baseline - To include baseline information / data to show the starting point of the key priority. GLD 2026 – 70% Phonics 2026 – 80% MTC 2026- average score 23/25- 58% getting 25/25 KS2 SATs 2026: Reading ARE+ 63% *hopefully to 66% after review) GDS 21% (hopefully 25% after review) Writing ARE+ 70% GDS 20% Maths ARE+ 61% GDS 20% RWM ARE+ 48% (hopefully 50% after review) GDS 11% (hopefully 13% after review) GPS ARE+ 50% GDS 16%						
Objectives	Specific actions	Expected outcome including measures	Resources /Cost	Monitoring Arrangements	Data Review	Next steps
1.1- GLD- To increase number of	- EYFS Staff Meetings on developing oracy,	Children independently	£0	Deputy Head and Early Years	December '26	

children achieving GLD by end of reception.	independence skills and reintroducing ShREC approach to interactions. - Timetables to be adapted to include a literacy session around a text. - Phonics sessions to explicitly teach pincer grip and anticlockwise movement for letter shapes.	engaging in the wider curriculum. Improved Self-help skills. Children beginning to articulate their needs and begin to use introduced Tier 2 vocabulary through their play.		Lead to monitor through learning walks and observations.		
1.2- Phonics- To increase number of children passing the Phonics screening check at the end of Year 1 and make progress in the retest in Year 2.	- Pre screen children in Autumn term 1 to identify children for targeted provision. - CA to teach targeted provision small groups Phonics. - Year 1 teachers monitor progress through LW assessments. - Parent workshops termly to support reading at home.	Children make progress throughout Year 1 and Phonics screening results to be above National. Parents support children at home with Phonics & Reading. Teachers to ensure identified children are making accelerated progress.	£0	KS1 lead to analyse pre-screening results. KS1 observe targeted provision.	December 26	
1.3 SATs- Improve KS2 SATs attainment so that whole-school outcomes are secure and	• Year 6 boosters to commence. • Regular staff CPD in staff meetings. • Continue with maths mastery approach	Year 6 children to receive extra 45 minutes a week of learning in small groups.	Days in lieu for boosting staff	Assessment lead to monitor booster attendance.		

evidence of impact is visible across English and mathematics.	Teacher observations	Staff to build confidence with progress making from early down in the school.				
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Key Priority 2- Maths Curriculum and Teaching: To strengthen the teaching of maths mastery, ensuring high expectations and secure progression from Infants to Juniors. 2.1 - To develop consistent teaching approaches and standards across the Infant and Junior schools. 2.2 - To review and improve mathematical fluency and arithmetic skills for all children. 2.3 - To embed precise vocabulary so all pupils can explain their reasoning clearly. 2.4 - To strengthen assessment and interventions to address gaps in a timely manner.						Autumn 2026 Key Priority co-ordinator: Emily Stevens Tom Robinson Alice Hayhurst
Baseline – To include baseline information / data to show the starting point of the key priority. September baseline: EYFS – Year 1 - Year 2 - Year 3 - 75% Year 4 - 65% Year 5 - 75% Year 6 - 67%						
Objectives	Specific actions	Expected outcome including measures	Resources /Cost	Monitoring Arrangements	Data Review	Next steps
2.1 - To develop consistent teaching approaches and standards across the Infant and Junior schools.	Staff meeting introducing vocabulary lessons. Staff meetings with all staff (infants & juniors).	Teachers more consistent with their maths teaching across all year groups.	£0	Maths lead Curriculum lead	Dec '26	

2.2 - To review and improve mathematical fluency and arithmetic skills for all children.	- Review the use of maths fluency sessions. Staff voice regarding NCETM Mastering Number.	Pupils to be more fluent with their number knowledge.	£0	Maths lead Curriculum lead	Dec '26	
2.3 - To embed precise vocabulary so all pupils can explain their reasoning clearly.	- Staff meeting introducing vocabulary lessons. - Planning monitoring (vocabulary focus). Lesson observations (oracy & vocabulary focus).	Pupils to be more confident with verbally explaining their mathematical reasoning.	£0	Maths lead Curriculum lead	Dec '26	
2.4 - To strengthen assessment and interventions to address gaps in a timely manner.	- Infants to review possible maths interventions. Juniors to review use and effectiveness of 'number stacks'.	More robust assessment for gaps in learning. Gaps closed in a more timely manner.	£0	Maths lead Curriculum lead Assessment lead	Dec '26	

Key Priority 3- Oracy

Curriculum and Teaching:

To integrate high-quality Oracy opportunities across all curriculum areas.

3.1 Develop a consistent whole-school approach to Oracy by embedding structured talk activities, discussion protocols and speaking opportunities within teaching sequences across all subjects. (Outcomes-deepen learning, confidence and communication)

3.2 Enhance pupils' vocabulary and language development through explicit teaching of subject-specific and ambitious vocabulary, enabling pupils to express their ideas with increasing precision and confidence.

3.3 Strengthen staff confidence in Oracy through professional development, shared best practice and monitoring, ensuring high-quality speaking and listening experiences are consistently delivered across the school.

Baseline – To include baseline information / data to show the starting point of the key priority.

KS2

	Red	Amber	Green
Year 3	90%	10%	0%
Year 4	20%	80%	0%
Year 5	50%	50%	0%
Year 6	64%	37%	0%

Context and explanation.

Voice 21 divides oracy skills into 4 categories:

Social emotional

Linguistic

Cognitive

Autumn 2026

**Key Priority
co-ordinator:**

**Alice Hayhurst
Karen Jones
Jade Marshall
Sophie Carroll**

Physical Each of these strands is divided into more sub strands. We observed 4 children from each year group (who have become our oracy champions) These children are of mixed ability and some are SEND or PPG. They were asked to complete a speaking activity and were filmed doing so. We then RAG rated their skills within each sub-strand to obtain the overall data above. How will we judge how we do with this target? Our intention is to repeat at the end of the year showing greater percentages in amber or green.						
Baseline – To include baseline information / data to show the starting point of the key priority. How will we judge how we do with this target?						
Objectives	Specific actions	Objectives	Specific actions	Objectives	Specific actions	Objectives
3.1 Develop a consistent whole-school approach to Oracy by embedding structured talk activities, discussion protocols and speaking opportunities within teaching sequences across all subjects.	- Staff meeting - Build in more opportunities for discussion across the curriculum - Share - Further ideas for oracy development - Complete Voice 21 survey with staff and students.	3.1 Develop a consistent whole-school approach to Oracy by embedding structured talk activities, discussion protocols and speaking opportunities within teaching sequences across all subjects.	Staff meeting - Build in more opportunities for discussion across the curriculum	3.1 Develop a consistent whole-school approach to Oracy by embedding structured talk activities, discussion protocols and speaking	Staff meeting - Build in more opportunities for discussion across the curriculum	3.1 Develop a consistent whole-school approach to Oracy by embedding structured talk activities, discussion protocols and speaking opportunities within teaching

	Liaise with infant school to develop oracy in both schools.		• Share • Further ideas for oracy development • Complete Voice 21 survey with staff and students Liaise with infant school to develop oracy in both schools.	opportunities within teaching sequences across all subjects.	• Share • Further ideas for oracy development • Complete Voice 21 survey with staff and students Liaise with infant school to develop oracy in both schools.	sequences across all subjects.
3.2 Enhance pupils' vocabulary and language development through explicit teaching of subject-specific and ambitious vocabulary, enabling pupils to express their ideas with increasing	• Listening walk • Continue assemblies other people leading them (create a rota subject lead assemblies) • Liaise with infant school to develop oracy in both schools Oracy skills are taught consistently in school	3.2 Enhance pupils' vocabulary and language development through explicit teaching of subject-specific and ambitious vocabulary, enabling pupils to express their ideas with	• Listening walk • Continue assemblies other people leading them (create a rota	3.2 Enhance pupils' vocabulary and language development through explicit teaching of subject-specific and	• Listening walk • Continue assemblies other people leading them (create a rota subject	3.2 Enhance pupils' vocabulary and language development through explicit teaching of subject-specific and ambitious vocabulary, enabling pupils to express their ideas with

precision and confidence.		increasing precision and confidence.	subject lead assemblies) • Liaise with infant school to develop oracy in both schools Oracy skills are taught consistently in school	ambitious vocabulary, enabling pupils to express their ideas with increasing precision and confidence.	lead assemblies) • Liaise with infant school to develop oracy in both schools Oracy skills are taught consistently in school	increasing precision and confidence.
3.3 Strengthen staff confidence in Oracy through professional development, shared best practice and monitoring, ensuring high-quality speaking and listening experiences are consistently delivered across the school.	• Staff meeting - Build in more opportunities for discussion across the curriculum • Share good practice Liaise with infant school to develop oracy in both schools	3.3 Strengthen staff confidence in Oracy through professional development, shared best practice and monitoring, ensuring high-quality speaking and listening experiences are consistently delivered across the school.	• Staff meeting - Build in more opportunities for discussion across the curriculum	3.3 Strengthen staff confidence in Oracy through professional development, shared best practice and monitoring, ensuring high-quality speaking and	• Staff meeting - Build in more opportunities for discussion across the curriculum • Share good practice	3.3 Strengthen staff confidence in Oracy through professional development, shared best practice and monitoring, ensuring high-quality speaking and listening experiences are consistently

			• Share good practice Liaise with infant school to develop oracy in both schools	listening experiences are consistently delivered across the school.	Liaise with infant school to develop oracy in both schools	delivered across the school.
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Key Priority 4- Writing Curriculum and Teaching: To improve the quality and consistency of writing across the schools. 4.1 Ensure consistent teaching of handwriting using the write well scheme. 4.2 Ensure consistent teaching of spelling using Little Wandle (EYFS/KS1) and Emile (KS2). 4.3 Focus on fundamental skills in Writing through 'Write Path' interventions. 4.4 Review whole school writing long term and medium term planning across both schools.	Key Priority co-ordinator: Alice Hayhurst Karen Jones Jade Marshall																																				
Baseline – To include baseline information / data to show the starting point of the key priority. Early Years Data? KS1 Data? KS2 Data- Autumn 2026 <table><tr><th>Writing</th><th>PRE Working below</th><th>WTS Working towards</th><th>EXS Expected standard</th><th>GDS Greater depth standard</th><th>EXS+</th></tr><tr><td>Year 3 (60)</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Year 4 (60)</td><td>5% (3)</td><td>28% (17)</td><td>57% (34)</td><td>10% (6)</td><td>67% (40)</td></tr><tr><td>Year 5 (60)</td><td>5% (3)</td><td>35% (21)</td><td>45% (27)</td><td>15% (9)</td><td>60% (36)</td></tr><tr><td>Year 6 (57)</td><td>12% (7)</td><td>23% (14)</td><td>42% (25)</td><td>23% (14)</td><td>65% (39)</td></tr><tr><td>All (237)</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Writing	PRE Working below	WTS Working towards	EXS Expected standard	GDS Greater depth standard	EXS+	Year 3 (60)						Year 4 (60)	5% (3)	28% (17)	57% (34)	10% (6)	67% (40)	Year 5 (60)	5% (3)	35% (21)	45% (27)	15% (9)	60% (36)	Year 6 (57)	12% (7)	23% (14)	42% (25)	23% (14)	65% (39)	All (237)						
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Objectives	Specific actions	Expected outcome including measures	Resources /Cost	Monitoring Arrangements	Data Review	Next steps
4.1 Ensure consistent teaching of handwriting using the write well scheme.	- Start Writewell handwriting Book look-under label in English - Start Emile in all year groups Book look- is handwriting being done at the start of 4 lessons per week. Learning environment check-learning walls.	- Children's handwriting legible - Children know which joins to use correctly - Children's increase of fine motor skills - Children find writing more comfortable and can write for a sustained period of time	- Emile-free of charge - Phase meeting time SLT time to plan and monitor	- Book look - Learning environment Pupil voice	Spring	
4.2 Ensure consistent teaching of spelling using Little Wandle (EYFS/KS1) and Emile (KS2).	- Staff voice- what impact is Emile having on spelling - Pupil voice Spelling learning walk SLT to observe Phonics, teachers complete peer observations and pre	- Children's spelling in writing lessons improved - Children being equipped with strategies to help spell - Phonics screening test results improved to national average	Phase meeting time SLT time to plan and monitor	- Book look - Learning environment - Lesson environment Pupil voice		

	Phonics screening assessments (Year 1).					
4.3 Focus on fundamental skills in Writing through 'Write Path' interventions.	- Complete assessments for identified children – AH. - AH to finish resource making. - AH and KJ to deliver training to support staff on write path. Phase meeting for teachers to outline write path structure.	- Children being taught writing skills explicit to their ability - Children will become confident in how to write a sentence - Impact in their writing attainment Writing improved in lessons	SLT time to monitor SLT time to deliver CPD	- Intervention monitoring - Planning of intervention Review of English books and PPM meetings		
4.4 Review whole school writing long term and medium term planning across both schools.	Review new tweaked medium plans for writing. Learning walk with TLA	- Children will learn the writing process - Children will become writers and more engaged within the writing curriculum Improved outcomes of writing	- Essentials- £264 Juniors - Infants- £187 - Books for units if needed SLT time for plan CPD	- Book looks and monitoring - Learning walks - Staff voice Pupil voice		

		across the year groups				
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Key Priority 5- SEND

Inclusion

To strengthen inclusive provision by building staff expertise and creating an environment where all pupils thrive.

- 5.1. To introduce and embed the new roles within the Inclusion Team to strengthen its capacity and impact.
- 5.2. To develop and enhance the skills and expertise of support staff to improve outcomes for pupils with SEND.
- 5.3. To develop a calm, inclusive learning environment that promotes pupils' emotional regulation, wellbeing, and readiness to learn.

**Key Priority
co-ordinator:**

**Tracey Brotherton
Jackie Birch
Christina Anderson**

Baseline – To include baseline information / data to show the starting point of the key priority.

SEND pupil voice

SEND TAs course baselines.

Forward With Phonics September Baselines

Objectives	Specific actions	Expected outcome including measures	Resources/ Cost	Monitoring Arrangements	Data Review	Next steps
5.1. To introduce and embed the new roles within the Inclusion Team to strengthen its capacity and impact.	Develop clear job descriptions for Assistant SENCOs Coach Assistant SENCOs in aspects of their new roles e.g. monitoring support plans.	Assistant SENCOs will have a clear understanding of their role. Assistant SENCOs will feel confident assessing the quality of support plans and flagging	AH (SEND)'s Time Assistant SENCO time	AH (SEND) to meet with AS's in both schools regularly to model and coach. To evaluate the support plans and empower		

		any that need improvements made to them to the SENCO.		the AS's to adapt them as necessary.		
5.2. To develop and enhance the skills and expertise of support staff to improve outcomes for pupils with SEND.	SEND TAs to achieve positive progress reviews and pass the assignments of their Level 5 SEND Apprenticeship. All support staff delivering Forward with Phonics to have the appropriate training.	SEND TAs to be more confident in their roles. All pupils receiving Forward With Phonics intervention to make progress in their phonics knowledge.	AH (SEND)'s Time SEND TAs Time FWP training (Free from C&L Team)	Progress Reviews with course tutors. AH (SEND) to support with assignments and signpost them find out right information.		
5.3. To develop a calm, inclusive learning environment that promotes pupils' emotional regulation, wellbeing, and readiness to learn.	All classrooms to be using consistent Widget visuals from Nursery to Year 6.	Pupils will benefit from the consistency as visuals are embedded into routines and vocabulary building. Pupils with demand-related	AH (SEND)'s, Infant and Junior DH & Infant AH time. Inclusion Team to model declarative language.	Learning environment walks. SEND pupil voice		

	All adults to use declarative language Classroom environments to be free of clutter, including the walls.	anxiety will be calmer. Pupils will be able to locate learning materials and resources more easily.	Widget Online annual subscription - £300 split between SEND, maths and English budgets.			
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Key Priority 6- Cultural Capital Personal Development and Wellbeing To ensure all pupils have access to a variety of experiences and opportunities that will increase their cultural capital. 4.1 To Create a detailed calendar of events focusing on variety. 4.2 To create and maintain a spreadsheet of take up in both schools. 4.3 To reflect and be proactive/reactive of our local community, responsive to the needs of the local area, current affairs. 4.4 To improve take up of additional clubs/activities/in school fixtures (%) in both schools.	Key Priority co-ordinator: Jaz Lawrence Jackie Birch Christina Anderson Parul Patel-Martin
Baseline – To include baseline information / data to show the starting point of the key priority. <u>Infants 2025/26:</u> • Whole school trip to pantomime • No curriculum trips were organised. • Whole school Art/Science project Take One Picture • Only Grandfriends and multi-sports clubs and 2 sports fixtures took place • Total % of children attending clubs or fixtures 33% - of this 17.4%=SEND, 14.5%=PPG, 17.4%=EAL Juniors 2025/26: • Whole school trip to pantomime • Whole school Art/Science project Take One Picture • Year 3 sleepover at school, Year 4-6 residential trips • School trip every term for every year group • Data being gathered – pupil questionnaire	

Objectives	Specific actions	Expected outcome including measures	Resources /Cost	Monitoring Arrangements	Data Review	Next steps
4.1 To Create a detailed calendar of events focusing on variety.	- To collate a list of clubs for the autumn term. - Meet with trip lead to discuss variety of opportunities across both schools. Meet with subject leaders to map out cultural capital opportunities within their subject.	- A clear calendar of cultural capital opportunities is established across both schools. - Opportunities are mapped out across subjects and year groups to ensure pupils will have access to a broad and varied range of activities across the school year. Gaps in provision are identified and next steps on how	Time/Cover Given time out of class to meet with leaders.	Cultural capital calendar reviewed termly. Subject leaders contribute to and review their curriculum opportunities. Termly review of gaps in provision informs next steps.		

		to address these are discussed.				
4.2 To identify pupils who are not currently accessing extra-curricular opportunities and remove barriers to participation.	- To collate a list of uptake of clubs for the autumn term. - Identify pupils who have not signed up to a club. - Prioritise uptake within LKS2. - Pupil voice Parent Voice	A clear baseline of participation is established across both schools. Pupils who are not currently accessing additional opportunities are identified, including PPG and SEND pupils. Barriers to participation are identified through pupil and parent voice and next steps are discussed. By the end of the academic year, there is an increase in the proportion of identified pupils accessing at least	Time/Cover Given time out of class to monitor	Participation data reviewed termly. Pupil voice undertaken with a sample of pupils not currently accessing provision. Parent voice used where appropriate. Termly discussion with SENCo and PPG leads to review identified barriers and actions. Cultural Capital team reviews progress and adapts provision or		

		one extra-curricular or cultural capital opportunity.		support accordingly.		
4.3 To reflect and be proactive/reactive of our local community, responsive to the needs of the local area, current affairs.	- Keeping regular contact with pupil parliament lead. - Keeping regular contact with local authorities. Utilise the contacts of the FLO to understand local affairs.	Opportunities are provided that reflect the interests, needs and context of the local community. Relevant local and current issues are incorporated into pupils' wider experiences where appropriate. Evidence shows that pupil parliament, local contacts and community information have influenced the cultural capital offer during the year.	Time/Cover Given time out of class to monitor	Regular communication with the pupil parliament lead, FLO and relevant local contacts. Cultural Capital team reviews emerging local or current issues termly. Record examples of activities, events or curriculum opportunities introduced or adapted in response to identified needs. Pupil voice used to		

				evaluate relevance and impact.		
4.4 To improve take up of additional clubs/activities/in school fixtures (%) in both schools.	• Pupil voice • Parent Voice • Meet with SENCo and PPG lead Meet with sports team to discuss picking process of school fixtures.	Participation in clubs, activities and school fixtures increases from the Autumn baseline across both schools. Participation of PPG and SEND pupils is monitored alongside overall participation. A wider range of pupils take part, rather than participation being concentrated among the same pupils.	Time/Cover Given time out of class to monitor	Participation data analysed termly and compared with the Autumn baseline. Data reviewed for all pupils, PPG and SEND groups. Pupil and parent voice used to identify reasons for non-participation. Termly meetings with SENCo, PPG lead and sports team to review access, selection processes and actions required to		

				increase participation.		
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