

The Woolenwick Schools

School Development Plan

Summer 2026

Key Priority 1

To raise standards and accelerate progress in writing (KS2) and reading (EY/KS1) by improving the quality of teaching.

Key Priority 2

To embed the foundations of a mastery approach in mathematics teaching and learning across all year groups.

Key Priority 3

To strengthen the teaching of all subjects with a focus on assessment and oracy.



THE
WOOLENWICK
SCHOOLS

Key Priority 4

To maintain number of children achieving Good Learning and Development.

Key Priority 5

To tighten and embed SEND procedures in the Woolenwick schools and to deepen a culture of inclusion.

Key Priority 6

To become reaccredited with the Science PSQM award.

Key Priority 1- English (KS1 Reading and KS2 Writing) To raise standards and accelerate progress in writing (KS2) and reading (EY/KS1) by improving the quality of teaching. Quality of Education: 1.1 To develop a whole school spelling approach, ensuring there is quality first teaching of spelling and consistency across the Woolenwick Schools. 1.2 To review and strengthen the design of our writing curriculum in KS2. 1.3 To begin the use of the fluency project interventions in the infant school to support improvement in children's comprehension. 1.4 To increase the percentage of children at ARE expectations in reading Year 1 and 2.						Key Priority co-ordinator: Karen Jones Alice Hayhurst Tom Robinson Jade Marshall
Baseline - To include baseline information / data to show the starting point of the key priority. Year 3 writing-71.9% (ARE+) Year 4 writing-65% (ARE+) Year 5 writing-57% (ARE+) Year 6 writing-46% (ARE+) Rec reading- Year 1 reading- Year 2 reading-						
Objectives	Specific actions	Expected outcome including measures	Resources / Cost	Monitoring Arrangements	Data Review	Next steps
1.1 To develop a whole school spelling approach, ensuring there is quality first teaching of spelling and consistency across the	- Carry out pupil voice (year 5 and 6) Introduce Emile spelling to years 3 and 4 - Continue to monitor year 6 GPS data and see if it has improved.	- More children achieving good level of spelling and apply in writing - Confidence in pupils - Confidence in staff to teach	- Spelling scheme - Potential equipment needed	-Book looks for spelling journals -formative assessment -lesson study between UKS2 staff	Autumn 2/ Spring	

Woolenwick Schools.	- Phase meeting agendas to include – year 5 showing year 3 and 4 - - Liaise with all teachers to review the impact of Emile spelling resources. - Summer 2 review to be carried out and then decision made about September 26 implementation.	- spelling rules and lessons - UKS2 staff to upskill other staff members in other phases to ensure consistency - End of KS2 GPS data to improve to more in line to national averages.		-English lead to feedback to SLT regarding feedback -Book looks within English books		
1.2 To review and strengthen the design of our writing curriculum	- Subject leads to review KS1 and 2 Long term plans and progressions of skill - Refine writing curriculum to ensure high quality texts are used as stimulus across both schools. - KJ/AH to review in Summer term so that curriculum meets our intended purpose of being engaging and including a range of high quality texts. -	- Clear progression of writing across the year groups - Children engaged with writing lessons and feel excited about writing - Increase of attainment of writing across KS2. - Staff to feel more confident in writing - Staff to work in a more collegiate way with leaders - Leaders can see a difference in outcomes, lesson observations and attainment	-course costs approx. £200	-Book looks -Writing clinics for staff to review curriculum for each year group and key stages -Learning walks	Spring	

		(target for all year groups to have a combined writing attainment percentage of 70% or more).				
1.3 To begin the use of the fluency project interventions to support improvement in children's comprehension.	- (AH)/Assistant head (KJ) to observe targeted provision and upskill staff where needed. - Infant staff to observe KS2 staff teaching fluency. - Giving TAs time to plan/organise resources and observe other Key Stages. SEA to revisit June 26. Training has been mapped out for TAs and needs to be carried out in Summer term. - Liaison times to be arranged between KS1 and 2	- Increase in confidence and attainment in reading. (Increase on YARC formative assessment). - Increase of enjoyment when reading, reading at home happening more often. - Children moving up in book band levels. - Increased engagement and fluency in practise reading.	NA	- YARC assessment before and after 8 week fluency. - Summative assessment during fluency sessions. - SLT to observe the fluency taking place. - Ensuring targeted provision timetables are being followed.	Autumn 2/Spring	
1.4 To increase the percentage of children at ARE expectations in	- Organise parent phonic workshops for KS1 - To monitor daily reading at school and home. -	- Above national children pass Phonics KS1 check. - Parents will gain understanding of	NA	- Pre-screening throughout the year to identify children	Autumn 2/Spring	

reading Year 1 and 2.	- SLT to observe teaching of Little Wandle Practice Reading and Jane Considine Hooked on Books (Year 2). -	Phonics scheme to support reading at home. - Consistency will remain across each Key Stage in Phonics and reading.		who may need targeted support. - Book look in reading journals - Reading spine to be matched with books - Leaders to spot check reading spine is being followed		
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Key Priority 2- Maths (Mastery) Quality of Education: To embed the foundations of a mastery approach in mathematics teaching and learning across all year groups. 2.1 To develop a consistent mastery approach in the teaching of mathematics across all year groups. 2.2 To deepen teacher subject knowledge to support a mastery pedagogy. 2.3 To ensure all pupils, including disadvantaged and SEND pupils, access and succeed in a maths mastery curriculum. 2.4 To establish precision in assessment for learning within maths mastery teaching.						Key Priority co-ordinator: Alice Hayhurst Emily Stevens Will Ridgeway Sophie Carroll
Baseline – To include baseline information / data to show the starting point of the key priority.						
Objectives	Specific actions	Expected outcome including measures	Resources /Cost	Monitoring Arrangements	Data Review	Next steps
2.1 To develop a consistent mastery approach in the teaching of mathematics across all year groups.	- Share and embed the vocabulary and calculation policies. - Audit manipulatives and purchase new resources as needed. - Monitor the use of White Rose resources across the school.	- Teachers confidently use mastery approaches in daily practice. - Lesson observations show consistent use of variation, fluency, reasoning and problem solving. - Pupils demonstrate deeper	CPD budget Purchase of high quality manipulatives Subscription to White Rose Maths	- Learning walks and lesson observation. - Pupil voice interviews. - Book scrutiny. - Termly data analysis and pupil progress meetings. - Staff feedback and CPD evaluations.		

		understanding and articulate mathematical thinking. - Gaps in attainment between cohorts and groups narrow over time.				
2.2 To deepen teacher subject knowledge to support a mastery pedagogy.	- Investigate and establish opportunities for staff mentoring and coaching across year groups. - Continue to audit staff confidence (using the 5 key concepts of mastery)	- Teachers demonstrate secure subject knowledge in planning and lessons. - Greater consistency and accuracy in the modelling of mathematical processes. - Staff evaluations show increased confidence and understanding.	CPD budget	- Maths Lead monitoring documentation . - Pupil outcomes in reasoning tasks and problem-solving assessments. - Staff audits.		

2.3 To ensure all pupils, including disadvantaged and SEND pupils, access and succeed in a maths mastery curriculum.	- Arrange staff CPD on the effective use of AfL to adapt learning sequences through small steps. - Arrange TA CPD on how to effectively support children within the classroom through using AfL.	- Disadvantaged and SEND pupils participate fully in maths lessons. - Progress of targeted pupils improves in internal data. - Interventions are demonstrably effective (baseline vs exit data). - Increased pupil confidence and enjoyment in maths lessons.		- SEND and disadvantaged pupil progress reports. - Intervention records and reviews. - Pupil conferencing. - Inclusion reviews by Maths Lead and SENCO.		
2.4 To establish precision in assessment for learning within maths mastery teaching.	- Arrange staff CPD on the effective use of AfL to adapt learning sequences through small steps. - Arrange TA CPD on how to effectively support children within the classroom through using AfL. - Work closely with assessment lead to investigate any dips in	- Teachers use formative assessment strategies with confidence. - Planning reflects ongoing assessment of pupil needs. - Assessment data shows increased proportion of		- Book looks focused on assessment for learning. - Termly planning reviews. - Data analysis. - Impact reports on intervention and adaptations. - Pupil progress reviews.		

	attainment for maths across year groups.	pupils achieving in maths.				
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Key Priority 3- Curriculum						Key Priority co-ordinator: Karen Jones Alice Hayhurst Sophie Carroll
Quality of Education: To strengthen the teaching of all subjects with a focus on assessment and oracy.						
3.1 English leads to become Oracy champions of the school and promote a culture of talk						
3.2 CPD to be delivered to staff in how to implement an Oracy based curriculum						
3.3 To continue to develop how colourful semantics is used throughout the curriculum						
3.4 To continue to embed assessment within foundation subjects						
Baseline – To include baseline information / data to show the starting point of the key priority.						
Objectives	Specific actions	Expected outcome including measures	Resources/ Cost	Monitoring Arrangement s	Data Review	Next steps
3.1 English leads to become Oracy champions of the school and promote a culture of talk	- Model effective speaking and listening in classrooms through listening walks and CPD opportunities - Embed Talk Guidelines and discussion protocols across the curriculum -Raise profile of Oracy by creating a section on the school website	- Oracy strategies evident in lesson observations and learning/listening walks - Children talk more confidently using subject specific vocabulary - Staff are clear on how to promote talk in their classrooms	- £2600 - (Voice 21 one year subscrip tion)	- Pupil voice - Listening walks - Staff voice - Questionn aires by Voice 21	- Summer 2	

		- Positive impact in attainment of children across all subjects (understanding and written)				
3.2 CPD to be delivered to staff in how to implement an Oracy based curriculum	- Discussion cards/talk mats embedded within lessons - Oracy toolkit created by Oracy champions disseminated to staff - Share roadmap with staff	- Oracy strategies evident in lesson observations and learning/listening walks - Children talk using correct grammar confidently (articulately) using subject specific vocabulary - Staff are clear on how to promote talk in their classrooms and can delve into shared toolkit - Improvement on progress and attainment of children in writing	- £2600 - (Voice 21 one year subscription)	- Pupil voice - Listening walks - Staff voice - Questionnaires by Voice 21	Summer 2	

		- Improvement in progress and attainment				
3.3 To continue to develop how colourful semantics is used throughout the curriculum	- Further staff training sessions in staff meeting time or phase meetings to share good practice and ideas - Subject leads/assessment lead to review impact on books and learning environment and how they are being used - Subject leads to measure impact by obtaining staff and pupil opinions	- Children are able to speak articulately using the colourful semantics grid as a support - Reduction in cognitive overload meaning children are able to access the content easier - Reduction in errors in writing - All children especially those with SEN/EAL needs are supported in all lessons	Subject lead time for measuring staff and pupil voice -Subject lead time for book looks	Book looks -Learning walks -SEND provisions/support plans -Staff voice -pupil voice	Summer 2	
3.4 To continue to embed assessment within foundation subjects	• Staff training on using the assessment sheets to their full potential • Staff training on how to use the assessment	- Staff to be more confident with using the assessment sheets in lessons - Collect staff voice on science exit tickets	Staff training time			

	• Research he use of exit tickets across all foundation subjects					
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Key Priority 4- Early Years						Key Priority co-ordinator: Tom Robinson
Quality of Education: To maintain number of children achieving Good Learning and Development. 4.1 To continue to develop children’s Personal, Social and Emotional Development (PSED). 4.2 To focus in on supporting children’s behaviour in line with our new policy and Positive Regard training. 4.3 To ensure our learning environment is of high quality and is accessible for ALL children to develop. 4.4 To make sure EYFS staff prioritise high quality interactions with children during CIL time using the ‘ShREC’ approach.						
Baseline – To include baseline information / data to show the starting point of the key priority. 2024-2025 GLD: 75%						
Objectives	Specific actions	Expected outcome including measures	Resources /Cost	Monitoring Arrangements	Data Review	Next steps
4.1 To continue to develop children’s Personal, Social and Emotional Development (PSED).	Introduce a weekly ‘Emotion’ Circle Time where a specific emotion is chosen each week to discuss and reflect upon as a class. Review/analyse PSED data with teaching staff. Highlight any specific areas of weakness or common themes to be shared at EYFS staff meeting this term. This	Children continue to learn of their different emotions, how to recognise them and may begin to deploy strategies to help regulate. Children will make good progress within their PSED	£0	Class teachers/Early Years Leader to monitor progress of PSED area. Feedback from support staff on PSED pupil progress within Circle Time Sessions.	Data input End of Summer Term 2026.	

	to then inform future planning.	by the end of Spring term.				
4.2 To focus in on supporting children's behaviour in line with our new policy and Positive Regard training.	EYFS Staff Meeting to take place to discuss our new approach to behaviour. Also use time to discuss current behaviour challenges and approaches to dealing with them. Continue to adopt new 'Positive Regard' approach to behaviour management. Teaching staff to review impact of policy on SEND children in EYFS. This information to then be shared with SLT.	Children have clear boundaries in school and embed good learning behaviours. Poorer behaviour is beginning to be managed more effectively and positively. Positive impact on SEND behaviours.	£0	Early Years Lead to monitor, observe and feedback to EYFS staff.	End of Summer Term 2026	
4.3 To ensure our learning environment is of high quality and is accessible for ALL children to develop.	Continue to share good practice of high-quality environment design. Ensure new leaders to the EYFS teaching team are upskilled and	Children experience high quality provision with a well-structured classroom environment. This in turn will improve GLD outcomes by	See Reception budget allowance.	Early Years Lead to monitor learning environment in Reception.	Data input End of Summer Term 2026	

	supported through in-house guidance.	showing progress in all 7 key areas towards GLD.				
4.4 To make sure EYFS staff prioritise high quality interactions with children during CIL time using the 'ShREC' approach.	Peer observations between Early Years staff arranged by Early Years lead to support development. EYFS Staff Meeting to review Tapestry observations and format.	Children experience high quality interactions from well-trained, highly skilled staff. This in turn will improve GLD outcomes by showing progress in all 7 key areas towards GLD.	£0	Early Years Lead to monitor, observe and feedback to EYFS staff.	Data input End of Summer Term 2026	

Key Priority 5- To tighten and embed SEND procedures in the Woolenwick schools and to deepen a culture of inclusion.

Leadership and Management:

- 5.1 To embed whole site procedures
- 5.2 To ensure continuity of provision for pupils with EHCPs
- 5.3 To ensure reasonable adjustments are in place for all pupils with SEND
- 5.4 To create a relational behaviour culture by embedding Unconditional Positive Regard principles.

Key Priority co-ordinator:

Tracey Brotherton

Christina Anderson

Jackie Birch

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

Objectives	Specific actions	Expected outcome including measures	Resources/ Cost	Monitoring Arrangements	Data Review	Next steps
5.1 To ensure support plans are embedded across both schools.	To ensure that support plans are being used as working documents.	As a child achieves a SMART target, the support plan needs to be updated with a new target.	Monitoring time Support from Inclusion Team	SENCO to monitor support plans just after half term to review updates made.		
5.2 To ensure pupils with SEND have the intervention support they need.	Ensure pupils with EHCP's have all the appropriate support specified in Section F of the EHCP.	Pupils with EHCPs will be receiving all of their Section F support.	Observations of 1:1 TAs Observations of SEND TA's	SENCO/ and SLT time.		

			Observations of pupils with EHCP's in classes.			
5.3 To ensure reasonable adjustments are in place for all pupils with SEND to overcome academic and social barriers.	- To ensure reasonable adjustments are made for all pupils. - To support staff where needed to make the appropriate reasonable adjustments.	With barriers to learning removed /reduced, the needs of children should reduce as they are getting what they need.	Inclusion Mapping Meetings for every class across the site. Support from Inclusion Team Staff to include reasonable adjustments in their end of year handovers to the next teacher. EYFS staff to include what reasonable adjustments pupils need in their home & nursery visits. Inclusion Team to visit new reception pupils	Learning walks, lesson observations, book looks		

			with EHCPs in their current settings.			
5.4 To teach and implement neuroscience to staff and integrate brain science into the curriculum for children	• 'Brain School' and gradually integrate this into Key stage assemblies. • Embed age-appropriate curriculum topics on how the brain works for Years N-6 • Include activities exploring metacognition and emotional regulation. • Incorporate neuroscience links within new PSHE curriculum starting September 2026 • PSHE curriculum to be changed and adapted to suit needs to children as well as mapping this through to the infants curriculum.	• Children to apply understanding of memory, attention and learning strategies. • Children voice shows awareness of how they learn. • Improved pupil engagement • Children talking about their brain and how they can apply this to regulating their emotions • Teachers confidently apply neuroscience-informed strategies. • Staff show an increased knowledge in brain science	• Reduction of 'negative' behaviours • Children can openly talk more about their emotions and actions • Learning walk to see brain science being taught • Questionnaire for staff to collect staff voice • Pupil voice	• Staff training opportunities • Review PSHE content and how we can fit the teaching of neuroscience within our curriculum	Summer 2	

Key Priority 6- Science (PSQM) To become reaccredited with the Science PSQM award. 6.1 To establish and share a whole school science vision. 6.2 To strengthen science teaching practice. 6.3 To promote science across the schools. 6.4 To collect and share evidence of impact.						Key Priority co-ordinator: Jaz Lawrence Parul Patel-Martin
Baseline – To include baseline information / data to show the starting point of the key priority.						
Objectives	Specific actions	Expected outcome including measures	Resources/Cost	Monitoring Arrangements	Data Review	Next steps
6.1 To establish and share a whole school science vision.	Continue to promote science across both schools through CPD opportunities and staff meetings.	Staff will demonstrate a clear shared understanding of the school's science priorities. Staff will use trainings and CPD to enhance their own understanding of the importance of science in schools and how	Subject Leadership Time Staff Meeting Time Phase Meeting Time	Staff Voice Pupil Voice CPD Audit Book Looks Learning Walks	Summer 2	

		this can be fed to the children.				
6.2 To strengthen science teaching practice.	Deliver a science CPD every term. Each sharing an enquiry based teaching strategy from PSQM training. Use Phase meetings to engage teaching staff in spotlight science CPD that focuses on inclusivity and adaptation.	Increase teacher's confidence in delivering enquiry-based science. Work samples show enquiry-based strategies evident in all classes by summer 2026 Use of exit tickets across all year groups will strengthen use of science assessment in lessons.	Subject Leader Time Phase Meeting Time	Staff Survey Staff Training Book Looks Learning Walks Pupil Voice	Summer 2	
6.3 To promote science across the schools.	Create a central science display board. Plan an enriching Science Week for all year groups (which will	Pupils show greater enthusiasm and engagement in science across the school.	Subject Leadership Time	Pupil Voice Environment Monitoring	Summer 1 (Ensure plans are in	Staff meeting to be arranged to give teachers planning time. Subject Leadership time to be arranged for science week planning

	take place in Summer Term)		Staff Planning Time £500		place by)	time and to engage in an environment walk.
6.4 To collect and share evidence of impact.	Gather evidence of science teaching and learning once per term. Including pupil voice, teacher feedback, lesson photos and work samples. Maintain a running PSQM evidence log. Attend all PSQM training sessions.	A robust portfolio of evidence will demonstrate improved science provision across the school. PSQM achieved.	Subject Leadership Time	Pupil Voice Staff Voice Assessment Sheets Work samples / photos SEA feedback	Summer 2	Subject leadership time to be arranged for a portfolio to be created and submitted. Subject leaders to continue to engage in PSQM training sessions and build a portfolio to be submitted.