



**Wildridings Primary School**  
**School Development Plan 2025 – 2026**

**Vision**

*We will strive for academic excellence in every area of our school, working towards ambitious targets to ensure all our community achieve their full potential.*

*We will provide enrichment opportunities to encourage, inspire and motivate all children across a broad range of subjects and topics to enhance their life chances and future success.*

*We will identify, support and develop all children's citizenship, life skills and well-being to enhance their ability to fully participate within their community and beyond.*

**Pupil Profile (24<sup>th</sup> October 2025)**

Number on roll: 401/460 (87% capacity) 372 (YR-Y6 Capacity 420) Nursery: 29 (Capacity: 14 am & pm and 12 FT)	Attendance: 96.02% (95.68% with nursery) Suspensions: 0
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**Contextual Information (YR-Y6)**

Girls/Boys	Girls: 50.13%; Boys: 49.87%
SEND register	14.29%
EHCPs	1.24%
SEND Support	13.6%
Free School Meals	16.71%
Pupil Premium	16.71%
Pupil Characteristics	61.25% - White British 10.47% - Any other White background 4.99% - Black African
EAL	26.95%
Children Looked After	2 children

**Rag Rating Guidance**

Actions are completed or on track to be completed in line with expectations

Actions are partially completed and further work is required

Actions have not been completed as scheduled

Actions have not yet been scheduled so have not yet taken place

<b>Implementation:</b>	<b>Action &amp; Responsibility</b>	<b>Who &amp; when</b>	<b>Resources/ cost</b>	<b>Monitoring and Evaluation</b>
<b>Intent I:</b> To improve the consistency in attainment and progress in writing across all pupil groups.		<b>Impact:</b> - Attainment of pupils across the school working at the expected standard increases by 7% (to 70%), with a 5% increase of those working at greater depth, (to 8%). -Over 95% of pupils across the school making expected progress from their starting points in writing, with 10% making accelerated progress. -Writing attainment of pupils in Year 6 are in line with the national average		
Provide clear and robust expectations for writing in line with DfE guidance	'English at Wildridings Expectations Document' to be updated, shared and monitored	KC Oct 25	N/A	
	Update 'Writing Approach' document in line with the writing framework	KC Nov 25	N/A	
	Planning document and expectations shared with teachers	KC Oct 25		
	Audit the Writing Curriculum using the Writing Framework to highlight key areas for development, whilst ensuring purposes for writing are clear and varied writing opportunities are provided	KC Dec 25	N/A	
	Update Marking Policy to be reflective of current practice in a wide range of subjects	AC Jan 26	N/A	
	Use and purpose of writing walls and expectations to be established and shared with all staff	KC Feb 26	N/A	
Improve and support teacher pedagogy, including the subject leader, on current practice for the teaching of writing	Through monitoring activities, clear next steps are identified for each teacher with English leader providing support, e.g. team teaching, paired marking, planning support.	KC Ongoing		
	CPD sessions are identified based on outcomes of monitoring, e.g. sentence progression INSET led by Angela Jenkins in November 25, how to enable writing at greater depth	KC&BE Ongoing		
	Becoming a Writer Reception and Year 1	JT & KC Jul 26		
	Growing Young Writers- sustaining momentum	KC&VD Jul 26		
	Assessing Writing Workshops Years 1-4 (with one teacher from each year group attending)	May 26		
	End of KS2 Writing Standards	RH Jan 26		
	Attendance of English Leader at network meetings with subsequent implementation of actions	KC Ongoing		
Further develop teacher understanding of the outcomes of pupils working at the WTS, EXS & GDS within each year group	Termly moderation of writing (internally) using the key performance indicators (KPIs) as guidance	KC&BE Termly		
	External moderation of writing with identified school (and Year 6 with the local authority)	KC&BE June 26		
	Exemplar materials for pupils working at WTS, EXS & GDS for each year group are collated.	KC & teachers July 26		
	Pupil progress Meetings enable moderation of standards across year groups	BE&SLT Termly		
Embed consistent teaching	All staff to have completed training (including refresher training for all existing staff)	KC	Built in to cost of	

of 'kinetic letters' handwriting scheme	EYFS & Year 1 have skills and activities built in to wider provision to develop core strength and develop fine motor skills	Jan 26 JC&KC Ongoing	scheme N/A	
	Targeted INSET session focussing on handwriting standards	KC Nov 25	N/A	
	Teachers to observe highly skilled and confident practitioners of 'kinetic letters' scheme	Teachers Ongoing	N/A	
	Handwriting patterns shared at parents evening for parental information.	Teachers Oct 25	N/A	
	Parental Handwriting workshop.	KC March 26	N/A	
	Embed reading teaching in-line with Sounds-Write phonics and Master Reader schemes	Master Reader & Sounds-Write training in place for all new staff training for new staff.	KC & new teachers Dec 25	
Audit of phonics provision by White Knights with identified next steps		KC Nov 25	Free	
Teachers to review use of current texts and questions for Master Reader ensuring they are matched for Wildridings pupils and challenge appropriately		Teachers Jan 26	Free	
Teachers to utilise Sounds Write Membership Training videos to support practice		Teachers Ongoing		
Keep up and catch up phonics provision in place and robustly delivered for EYFS and KSI		KC, EYFS & KSI Teachers Ongoing		
Create a Bucketlist/Checklist of key books to read for each year group and promote accordingly		KC April 26		
<b>Evidence Sources</b>	CPD termly calendar, English Action Plan, planning, Insight, assessment grids, Lowest 20% provision, Pupil Progress Meeting documentation, SLT monitoring, Subject Leader monitoring.			

<b>Intent 2:</b> To further develop teacher expertise to improve the acquisition of skills, knowledge and vocabulary across the curriculum	<b>Impact:</b> - <i>Quality of teaching and instruction in the identified areas improves</i> - <i>Language of learning is central to all professional dialogue</i>			
<b>Implementation:</b>	<b>Action &amp; Responsibility</b>	<b>Who &amp; when</b>	<b>Resources/ cost</b>	<b>Monitoring and Evaluation</b>
Tailored CPD to support teachers to effectively meet the needs of pupils	Weekly CPD sessions focussing on areas for teacher development identified through lesson observations and other monitoring	SLT Ongoing		
	Robust performance management process to review performance and identify next steps (Teacher Development & Training Log on PM document used to support this)	SLT October 25 & March 26		
	Fit for purpose induction of any new teachers to ensure familiarity with Wildridings expectations and complete any specific training identified	SLT Ongoing		
	Personalised external training identified for teachers together with the implementation of teacher specific internal support plans	BE&AC Ongoing		
'Teaching Sprint' philosophy used to develop	SLT to know details of the philosophy of Teaching Sprints and range of 'WalkThrus' by Tom Sherrington with identified areas of focus	SLT Dec 25	N/A	

specific areas of pedagogy	Two allocated CPD sessions per half-term for Spring and summer term (launch and review) to focus on pedagogy	BE Ongoing from Jan 26		
	Paired/modelled/team teaching amongst teachers to focus on the particular area for development	Teachers Ongoing from Jan 26		
	Link school to be identified and visited to see effective use of Teaching Sprints and the impact on teaching and learning	BE June 26		
Progressive skills, knowledge and vocabulary documents are fully utilised	Subject specific skills, knowledge and vocabulary documents evidenced in planning and lessons	Teachers Ongoing		
	Curriculum overviews for each year group and planning accurately reflect learning in classes	Teachers Nov 25		
	Planning and teaching expectations identified by subject leaders are adhered to across the whole curriculum, including the teaching of the curriculum through schemes of work	Teachers Dec 25		
	Continuous and enhanced provision is fully utilized to both acquire new knowledge whilst also using and applying previous learning	SLT Jan 26		
Further develop subject knowledge and expertise of individual subject leaders	Reviews of 2024-5 Subject Action Plans undertaken identifying strengths and areas for future development	Subject Leaders Oct 25		
	SMART Subject Action Plans created for 2025-26 to positively impact on the outcomes of pupils within that subject	Subject Leaders Nov 25	N/A	
	Curriculum Handbook in place for every subject including details related to skills, knowledge and vocabulary acquisition	Subject Leaders Nov 25	N/A	
	Curriculum overview in place for every subject with effective sequencing enabling cumulative knowledge to be built.	Subject Leaders Dec 25	N/A	
	Subject specific pupil voice shows retention of knowledge and vocabulary	Subject Leaders Nov 25 & June 26	N/A	
	Local Authority to lead training on subject leadership skills and competencies	BE Feb 26	£	
TAs support teachers to enable pupils to acquire skills, knowledge and vocabulary across the curriculum	Regular CPD focussing on areas for TA development identified through monitoring activities (also tiered for different levels of TAs)	SLT Ongoing		
	Robust performance management process to review performance and identify next steps (TA Development & Training Log on PM document used to support this)	SLT Nov 25		
	Personalised external training identified for TAs together with the implementation of specific internal support plans	SLT Ongoing		
	Teacher specific CPD focussed on how to make best use of TA support (EEF Guidance)	SLT Feb 26		
Improve learning environment expectations	Clear and concise learning environment expectations are established through non-negotiables	SLT Sep 25		

to support quality first teaching	Monitoring of learning environment against expectations checklist	SLT Sep 25		
	Learning walls to be fully utilised to support learning in English, Maths and wider curriculum learning	Teachers Ongoing		
	Display Expectations Policy to be established with clear timetable of updates for all displays within classrooms and in communal areas	SLT Jan 26		
Assessment is effectively utilised to accelerate learning	Assessment for Learning becomes central to all lessons with learning adapted to further challenge pupils	Teachers Jan 26		
	Error analysis is carried out on summative assessments to identify gaps with these subsequently addressed in planning	Teachers Ongoing		
	Termly Pupil Progress Meetings allow professional discussions about barriers to learning and how progress can be enabled	SLT & Teachers Termly		
	Insight data is used by teaches to collate information but also to identify next steps in learning	Teachers Termly		
	Purposeful and effective assessment for wider curriculum subjects established	BE&AC Mar 26		
<b>Evidence Sources</b>	CPD termly calendar, Subject Action Plans, planning, pupil books, assessment grids, Pupil Progress Meeting documentation, Performance Management documents, Insight, SLT & Subject Leader monitoring folder, pupil voices, school website.			

<b>Intent 3:</b> To enhance the personalised school experience for all identified priority pupils.	<b>Impact:</b> -100% of pupils across the school in receipt of pupil premium funding make good progress from their starting points -15% of pupils across the school in receipt of pupil premium funding make accelerated progress from their starting points in either reading, writing or maths -Reduction in the percentage of persistent absentees in receipt of pupil premium funding (19% in 24-25) and those on the SEN register (26% in 24-25)			
	<b>Implementation:</b>	<b>Action &amp; Responsibility</b>	<b>Who &amp; when</b>	<b>Resources/ cost</b>
High quality teacher focused engagement with disadvantaged pupils	Positive relationships in place between teachers and disadvantaged pupils	Teachers Sep 25		
	Barriers to learning identified for disadvantaged pupils with clear plans of how to overcome them	Teachers Nov 25		
	Targeted questioning for disadvantaged pupils with AfL used to accurately match learning to needs	Teachers Dec 25		
	Targeted marking for disadvantaged pupil with clear next steps identified and a dialogue built between teacher and pupil	Teachers Dec 25		
	Teacher works directly with disadvantaged pupils on a daily basis to ensure high quality interactions	Teachers Dec 25		
Embed Oracy/Voice 21 curriculum	Progressive sentence stems used to scaffold language during teacher instruction	Teachers Nov 25		
	Purposeful, planned and varied opportunities for structured talk are in place in every lesson with the needs of disadvantaged pupils prioritised	Teachers Ongoing		
	Oracy 21 review of curriculum with clear next steps identified	AC & Teachers		

		Jan 26		
	Pursue accredited school status for Voice 21	AC Jul 26		
Strategic oversight of targeted interventions for disadvantaged pupils	Referral system established and fully utilised by staff to share early identification of potential special educational need	CW&AC Nov 25		
	Pre-teach sessions undertaken by teachers with disadvantaged/SEN pupils	Teachers Ongoing		
	Clear starting points and expected progress/outcomes identified for each intervention	CW&AC Dec 25		
	Use of software to map interventions across the school from both an academic and pastoral perspective	CW&AC Jan 26		
	Identify support staff with skills best suited to deliver interventions and facilitate appropriate training	CW&SLT Jan 26		
	System created to collate range of interventions accessed by pupils throughout their time at Wildridings	CW&AC Mar 26		
	Deployment of TAs and interventions directed by SENCO & SLT to meet additional needs of pupils across year groups	CW&SLT Jun 26		
Active engagement of parents of disadvantaged pupils	'Lead professional' allocated from within Safeguarding Team for disadvantaged pupils who are identified as being vulnerable	DSLs Oct 25		
	FSA led monthly Coffee Mornings with a focus for each session, (where possible external services are engaged), and specific parents targeted related to the specific session	FSAs Nov 25		
	Collation and appropriate challenge of parents of priority children who engage with 'general opportunities to come in to school, e.g. parents evenings, class assemblies, sports events, celebrations of learning	BE&FSAs Dec 25		
	Establish a clear 'bank' of wider external services together with indicators to why this service may be accessed by school, e.g. school nurse, foodbank, early help, Involve Community	FSAs Feb 26		
	School website contains specific information for self-referrals to wider services for those parents and wider support for their wellbeing	FSAs Mar 26		
	EAL focussed evets/coffee mornings to develop sense of belonging within the school community	BE Mar 26		
Focussed initiatives to improve attendance	Weekly class attendance published in newsletter together with a certificate for the best class in assembly	BE Sep 25		
	Additional reward given if a class achieves 100% attendance	BE Sep25		
	EWO engaged with identified families whose absence is classed as persistent	BE,AC&TR Sep 25		
	Update Attendance Policy to reflect DfE guidelines and fully share and implement within the school community	BE Oct 25		
	CPOMs used to store and collate attendance concerns in order to triangulate with wider safeguarding concerns	BE,AC&TR Jan 26		

	Mentoring established with targeted disadvantaged/SEN pupils to provide positive relationships and a further incentive to be in school	AC Dec 25		
Ensure access to wider enrichment opportunities for disadvantaged pupils	All trips and workshops to enhance the curriculum are accessed by all disadvantaged pupils with financial barriers overcome	AC Ongoing		
	Access to wrap around care and holiday clubs is secured for identified disadvantaged pupils	AC Ongoing		
	Active targeting of disadvantaged pupils for participation in cluster school sports events	NB&EM Ongoing		
	Active targeting of disadvantaged pupils for participation in school-led after school clubs	NB&EM Ongoing		
	Creation of a set list of experiences for all pupils at Wildridings, with the wider opportunities of disadvantaged pupils providing the starting points	BE May 26		
<b>Evidence Sources</b>	Pupil Premium Strategy, website, pupil books, attendance data, CPOMs.			

<b>Intent 4:</b> To ensure consistency in high quality provision across the Early Years Foundation Stage		<b>Impact:</b> - GLD outcomes at the end of Reception are in line with <b>the National average</b> - 50% of pupils in receipt of pupil premium funding making accelerated progress from their starting points in PSED in Reception - 50% of pupils in receipt of pupil premium funding making accelerated progress in C&L from their starting points in Nursery		
<b>Implementation:</b>	<b>Action &amp; Responsibility</b>	<b>Who &amp; when</b>	<b>Resources/ cost</b>	<b>Monitoring and Evaluation</b>
Quality first interactions and teaching with all EYFS staff	Ensure all staff are trained (and have had refreshers) in EYFS specific initiatives including the Shrec approach, Five to Thrive and Tales Toolkit	JC Jan 26		
	Ensure all staff are appropriately trained in Kinetic Letters, Voice 21 and Sounds-Write	JC Dec 25		
	Development needs of support staff are identified with bespoke training put in place	JC Dec 25		
	Parent Workshops established throughout the school year to build engagement with specific aspects of EYFS/school life, e.g. welcome to EYFS, Phonics, Five to Thrive	JC Termly		
	Team teaching, modelling and paired teaching alongside staff across EYFS to further embed initiatives above	JC Ongoing		
EYFS specific initiatives are in use across the phase	Tales Toolkit used throughout the setting to enable storytelling	EYFS Ongoing		
	Five to Thrive approach utilised to identify targeted areas for pupil development/progress	JC&JT Ongoing		
	Five to Thrive transition plans in place to ensure use in Nursery and Year 1	JT Jan 26		
	Drawing Club approach uses stories to encourage mark making and further develop language	EYFS Ongoing		
Engagement with whole school teaching initiatives	Adherence to Sounds-Write phonics teaching expectations and guidelines	EYFS Ongoing		

	Oracy/Voice 21 sentence stems and wider discussion guidelines are in age appropriate use in EYFS to develop C&L	EYFS Ongoing		
	Kinetic Letters handwriting program is in use across EYFS	EYFS Ongoing		
Accurate use of assessment to identify gaps in learning	National Reception Baseline completed	JC&JT Oct 25		
	Wildridings EYFS Milestones in use with EYFS staff to inform assessments	JC, JT & HC Termly		
	Gaps in learning enable the identifying of targeted interventions across the setting related to areas of learning	EYFS Ongoing		
	Based on identified gaps in learning, robust EYFS Action Plan is created	JT Nov 25		
	Termly Pupil Progress Meetings ensure focussed discussion on pupils and barriers needed to be overcome in order to enable progress	SLT, JT & HC Termly		
Further develop relationships with stakeholders and wider support networks	Identify partner school with similar levels of PPG & SEND pupils to visit and share expertise, experiences and impactful best practice	JC Nov 25		
	Run workshops for Nursery and Reception parents, together with more targeted opportunities to share expertise with parents	EYFS Team Termly		
	Build meaningful links with local/feeder nurseries with visits and collaboration throughout the school year in order to further aid transition, including attending the PVI Nursery network meetings	JC, JT & HC Ongoing		
	Utilise expertise from across the wider Child Development Team through referrals for relevant pupils to impact on practice and provision within EYFS	JC Ongoing		
<b>Evidence Sources</b>	Floorbooks, Tapestry, planning, Insight/EYFS tracking data, GLD outcomes, phonics outcomes.			

<b>Intent 5:</b> To maintain a strong reputation within the local community.	<b>Impact:</b> The percentage of the school's pupil capacity increases by 9% (to 90%) by September 2026. The digital footprint of the school is more professional and coherent. Long-term financial stability of the school			
<b>Implementation:</b>	<b>Action &amp; Responsibility</b>	<b>Who &amp; when</b>	<b>Resources/ cost</b>	<b>Monitoring and Evaluation</b>
Engage with local community to improve links	In collaboration with the PTA, 'Wildridings Help Out Days' provide members of school community to gather in informal ways and improve the school site (HT)	BE 2 x per year	Up to £300	
	Local community leaders and visitors engaged with school to lead assemblies	BE Ongoing	N/A	
	Classes across the school to regularly visit local care home completing a range of activities, e.g. reading, game playing, sharing, national events.	SLT Ongoing	None	
	Foster links with local pre-schools leading to small groups of children directly engage with Reception Classes	JC Apr 26	None	

	Eco Council to reach out to local businesses and organisations to establish links and may enable to the school to be more sustainable	SL Feb 26	None	
	School Council to reach out to local businesses and organisations to establish links	MJ Jan 26	None	
Review our role and presence within the digital community	Review the updated school website to ensure it is fit for purpose (containing relevant curriculum and school content) and user friendly for current and prospective parents	BE&DP Dec 25	Website subscription	
	Creation of Computing working group to collaborate and share expertise on IT	BE Nov 25	N/A	
	Creation of Wildridings page on social networking sites, e.g. Instagram, Facebook, Snapchat, LinkedIn, to promote whole school events/initiatives	BE&DP Dec 25	Time	
	Local press used to promote successes at school and broadcasts to a wider audience	BE Ongoing	N/A	
Engage with stakeholders to seek feedback	Complete Parents Survey	BE Feb 26	N/A	
	Complete Staff Survey	BE Mar 26	Time	
	Create action list of developments needed within school from pupils, staff and parents	BE Oct 25		
	Complete Pupil Survey	BE Apr 26	Time	
	Consult all stakeholders about school vision and values	BE May 26	Time	
Review use of and role within school of external providers ensuring value for money	Review wrap-around-care provision and associated income generation	BE Dec 25	Time	
	Review and update Lettings Policy to ensure maximum income generation in line with DfE guidelines	DP Oct 25	Time	
	Review Nursery provision, possible expansion (and subsequent implications) to include 2 year olds and accessing DfE funding	BE & JC Jan 26	Time	
Review systems, processes and resources, to ensure the financial sustainability of the school	Review staffing practices to ensure pupil education is prioritised, e.g. school remaining open on last day of term, not closing early for Parents Evening, removal of staff wellbeing days	BE Oct 25	Time	
	Review staffing structure providing clear roles and responsibilities	BE Oct 25	Time	
	Commission an external financial audit to identify next steps in financial best practice	DP&BE Jan 26		
	Collate and analyse school financial information, together with using the DfE comparison tool, to ensure financial best practice	DP&BE Mar 26	N/A	
	Collaborate more closely with local schools in order to seek best practice and, where possible, explore the improvement of economies of scale.	BE Apr 26		
Strategic redevelopment and redecoration of	Redistribution and organisation of outside space to be fully utilised during lunchtimes	BE Oct 25	N/A	

premises	Creation of a 7 year re-decoration plan, (including actions for the swimming pool and bus)	DP&MD Jan 26		
	Use of Wellington College grant and PTA funding to redevelop KSI wild garden to become purposeful play area	JC, DP & BE Apr 26	£15,000	
	Reallocation of all rooms within the building to ensure regular and purposeful use	BE Mar 26	N/A	
<b>Evidence Sources</b>	Website, behaviour records, pupil numbers, wrap around care take-up, financial records			