



Wildridings Primary School School Development Plan 2026 – 2027

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.

Strategic Context

The 2025–26 review shows clear progress in several areas, alongside a number of priorities that now need to move from development and implementation to consistent practice and measurable pupil impact. Writing improved, with Year 6 writing attainment reaching 66% (6 percentage points higher than the previous year), although this remained below national. Across Years 1–6, 91% of pupils made expected progress in writing and 17% made accelerated progress. The review also identifies inconsistency in the use of assessment and gap analysis, and the need for further work to ensure staff expertise enables misconceptions and gaps in knowledge to be identified and remedied effectively.

The 2025–26 review also recorded strong EYFS GLD outcomes of 74%, above the 2025 national outcome of 68.3%, but outcomes for disadvantaged children in PSED and Communication and Language did not meet the planned accelerated progress measures. Attendance remains an important barrier: persistent absence increased among pupils eligible for pupil premium and pupils on the SEND register. The school entered September 2026 at 92.9% capacity, compared with 88.6% in October 2025, while a support-staff restructure delivered approximately £160,000 annual savings.

Intended Impact by July 2027 - Rag Rating Guidance

Completed actions have achieved the intended impact

Completed actions are yet to achieve the intended impact

Completed or uncompleted actions are yet to achieve the intended impact

Actions are not yet completed so no intended impact

Priority 1: Strengthen teaching, assessment and professional development

Rationale/starting point: The 2025–26 review records four Teaching Sprints, established progression documents and regular Pupil Progress Meetings. However, error/gap analysis was not yet consistent, wider curriculum assessment was not fully established, and further work was identified to ensure teachers check and deepen pupils' understanding. This aligns directly with the next step identified for school improvement.

Objective: To ensure every teacher consistently checks pupils' understanding, identifies gaps and misconceptions, and adapts teaching so that pupils secure and retain the intended knowledge and skills.

Action	How it will be achieved	Intended Impact by July 2027	Evidence Sources
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Establish a clear whole-school approach to checking understanding, including retrieval, questioning, formative assessment, hinge questions, live assessment and responsive teaching.	Agree a small number of non-negotiable checking-for-understanding strategies and model them through CPD. Build retrieval and diagnostic questioning into planning, with teachers recording anticipated misconceptions and how they will respond. Use learning walks, coaching and book/work scrutiny to identify consistency and provide immediate feedback.	<ul style="list-style-type: none">• Teachers routinely identify misconceptions and gaps during lessons rather than relying only on end-of-unit assessment.• Pupils can explain what they are learning, recall previously taught knowledge and apply it independently in increasingly challenging contexts.• Assessment information is used to change subsequent teaching, rather than simply record attainment.• Monitoring demonstrates increasing consistency across classes and subjects, with fewer pupils carrying unresolved gaps in essential knowledge.• Priority pupils, including disadvantaged pupils and pupils with SEND, receive timely adaptations and support that enable them to access the same ambitious curriculum.	Teaching and learning reviews; work scrutiny; pupil voice; subject reviews; pupil progress meetings; assessment/error-analysis records; CPD/Teaching Sprint evaluations; progress and attainment data.
Use Teaching Sprints/WalkThrus to focus professional development on agreed high-impact practices, with each cycle linked to evidence from monitoring.	Identify one precise teaching practice per cycle from monitoring evidence and pupil outcomes. Provide a launch session, opportunities to practise/model the strategy, and a planned review point. Use paired observations, coaching or team teaching to support transfer from CPD into classroom practice.		
Make pupil progress meetings more diagnostic: identify specific knowledge gaps, pupils affected, the planned response and evidence that the gap has subsequently closed	Use an updated standardised pupil-progress template requiring staff to identify the precise gap, pupils affected and planned teaching response. Review the impact of previous actions at every meeting rather than simply recording new concerns. Follow up agreed actions through subsequent assessment, work scrutiny and teacher discussion.		
Strengthen subject-leader monitoring of knowledge, vocabulary and misconceptions through lesson visits, book/work scrutiny and pupil voice.	Provide subject leaders with a common monitoring framework focused on knowledge, vocabulary, sequencing and retention. Triangulate lesson visits with work scrutiny and pupil voice rather than relying on a single evidence source. Require each subject leader to identify one or two measurable next steps and revisit these within the term.		
Develop consistent approaches to assessment in foundation subjects so that leaders can evaluate retention and application without creating unnecessary workload.	Agree what essential knowledge should be assessed in each foundation subject and when. Use low-stakes retrieval, questioning and pupil voice rather than excessive written assessment. Moderate assessment approaches through subject-leader meetings and subject specific staff meetings, and use findings to inform subsequent teaching.		
Ensure induction and ongoing CPD for new staff explicitly covers Wildridings expectations for adaptive teaching, assessment and inclusion.	Include assessment, adaptive teaching and inclusion expectations in the staff induction programme. Provide new staff with exemplars, model lessons and opportunities to observe experienced colleagues. Review new-staff confidence and implementation at 3 monthly and mid-year check-ins.		
Use coaching, modelling, team teaching and peer observation where monitoring identifies a specific development need.	Match identified needs to a colleague with relevant expertise or an agreed external source of support. Agree a clear focus and success criteria before coaching, modelling or observation takes place. Revisit the focus afterwards through observation, discussion and evidence of pupil learning.		
Autumn 26 Impact Evidence			
Spring 27 Impact Evidence			

Summer 27 Impact Evidence	

Priority 2: Embed a whole school approach to writing			
Rationale/starting point: Writing was a clear priority in 2025–26. Year 6 writing reached 66%, 6 percentage points above the previous year but 7 points below national, while 91% of pupils across Years 1–6 made expected progress and 17% accelerated. The school moved to Essential Writing following the Ofsted visit. The 2025–26 plan explicitly identified writing as an area where impact was not yet fully measurable.			
Objective: To embed a consistent, ambitious approach to writing from Nursery to Year 6 so that pupils rapidly develop the knowledge, vocabulary, sentence construction, transcription and composition skills needed to write accurately and effectively for a range of purposes.			
Action	How it will be achieved	Intended Impact by July 2027	Evidence Sources
Embed the agreed Essential Writing approach and clarify non-negotiable expectations for writing progression from EYFS to Year 6.	Use Essential Writing expectations consistently in planning, modelling, teaching and feedback. Using the Essential Writing Framework, create and share a concise progression of essential writing knowledge and skills for each year group. Monitor implementation through writing walks, book scrutiny and pupil voice each term.	<ul style="list-style-type: none"> • Writing is taught consistently across the school, with clear progression in knowledge, skills and expectations. • Pupils write with greater accuracy, fluency and independence and can explain the choices they make as writers. 	Writing moderation; book scrutiny; pupil voice; lesson visits; Essential Writing implementation reviews; Insight/data analysis; Year 6 outcomes; group analysis including disadvantaged/S END/gender.
Define the essential knowledge and skills pupils must retain at each stage, including sentence construction, grammar, punctuation, spelling, vocabulary, transcription and composition.	Map essential knowledge against the existing writing progression and identify any gaps or unnecessary repetition. Use agreed year-group exemplars to clarify expected standards in writing. Build retrieval and application of prior writing knowledge into lessons and sequences of work.	<ul style="list-style-type: none"> • Books demonstrate increasing evidence of pupils applying taught grammar, vocabulary, sentence structures and composition techniques. 	
Use high-quality models and exemplars to secure consistent teacher understanding of WTS, EXS and GDS standards.	Build an agreed bank of annotated exemplars for each year group. Use moderation sessions to discuss why work meets WTS, EXS or GDS criteria at different assessment points. Use exemplar analysis within CPD and planning meetings to improve teacher assessment and expectations.	<ul style="list-style-type: none"> • Attainment and progress improve for all groups, with targets identified across Years 1-6 being: -PPG expected progress at 95% with 40% making accelerated progress. -SEN expected progress at 93% with 30% making accelerated progress -Boys expected progress at 95% with accelerated progress at 25% 	
Strengthen planning so that pupils write frequently for varied purposes and audiences, with explicit teaching preceding independent application.	Audit writing opportunities across each term to ensure sufficient breadth, purpose and audience. Plan explicit instruction of vocabulary, sentence structures and composition techniques before independent writing. Monitor the balance between teacher modelling, guided practice and independent application.		
Build deliberate opportunities for drafting, editing, improving and responding to feedback so that pupils understand how writers improve their work.	Teach a consistent editing/improving writing routine across the school. Model editing decisions explicitly using shared and live writing. Use pupil voice and book scrutiny to check whether pupils can independently identify and improve aspects of their writing.		
Use moderation and professional dialogue termly to secure consistency within and between year groups.	Hold termly internal moderation using agreed KPIs and exemplars. Include cross-year-group moderation where appropriate to strengthen understanding of progression. Use moderation findings to identify CPD needs and pupils requiring additional	<ul style="list-style-type: none"> • Year 6 writing outcomes move closer to national outcomes with 	

	support.	70% working at the expected standard and 10% working at greater depth. This is also reflected in school figures for Years 1-6	
Track pupils at risk of falling behind in writing and provide precise, timely teaching rather than generic intervention, (with an initial focus on boys in receipt of PPG funding).	Identify pupils through assessment and work scrutiny before gaps become entrenched. Specify the exact writing knowledge or skill to be addressed and build this into classroom teaching. Review progress after a defined period and adjust support where required.	<ul style="list-style-type: none"> Teachers identify and address weaknesses in writing earlier, reducing the number of pupils entering the next year group with significant gaps. 	
Continue to develop handwriting, spelling and phonics foundations where these remain barriers to fluent composition.	Use assessment to identify pupils whose transcription skills are limiting composition. Provide short, regular practice targeted to the specific barrier. Ensure phonics, spelling and handwriting approaches remain consistent across phases.		
Autumn 26 Impact Evidence			
Spring 27 Impact Evidence			
Summer 27 Impact Evidence			

Priority 3: Enhance Early Years curriculum and teaching			
Rationale/starting point: GLD in 2026 was 74%, above the 2025 national outcome of 68.3%. However, accelerated progress for disadvantaged pupils was 25% in PSED in Reception and 38% in Communication and Language in Nursery, below the 50% targets set in the previous plan. The previous review also identified the need to strengthen consistency and ensure children are ready for Year 1.			
Objective: To ensure the EYFS curriculum, continuous provision, adult interaction and assessment consistently build the knowledge, language, independence and learning behaviours children need for Year 1.			
Action	How it will be achieved	Intended Impact by July 2027	Evidence Sources
Review the EYFS curriculum and progression against the knowledge and skills children need for a successful transition into Year 1.	Map EYFS learning and provision against Year 1 expectations and identify key transition knowledge and behaviours. Agree clear end-of-Reception expectations with Year 1 staff. Review progression termly through EYFS and Year 1 collaboration.	<ul style="list-style-type: none"> Children enter Year 1 with secure foundations in communication, language, early literacy, independence and learning behaviours. EYFS staff consistently use interactions and provision to extend children's thinking, vocabulary and independence. Assessment information is accurate and directly informs teaching and provision. 	EYFS milestones; GLD; phonics; baseline and end-of-year assessment; observation; provision audits; learning walks; pupil voice; transition information; disadvantaged-group analysis.
Strengthen adult interactions, particularly sustained shared thinking, vocabulary development, purposeful questioning and modelling.	Use observation and coaching to identify strengths and specific interaction-development needs. Model high-quality interactions during team teaching and provision-based coaching. Use vocabulary and questioning prompts within planning and provision where appropriate.		
Ensure continuous provision is deliberately designed to enable children to practise, apply and extend learning rather than simply occupy time.	Audit provision against current learning intentions and progression. Identify where adults need to intervene to extend thinking or vocabulary. Use children's learning evidence to adjust resources, challenge and provision.		
Use assessment and observation to	Use the updated and agreed EYFS milestones consistently.		

identify gaps quickly and adapt provision and adult-led teaching.	Discuss identified gaps in regular pupil-progress meetings and agree specific responses. Revisit assessments to establish whether targeted teaching has closed the gap.	<ul style="list-style-type: none">• Children who start behind make strong progress, with particular improvement for disadvantaged children.• Reception outcomes remain at least in line with national expectations while the school focuses increasingly on the quality and depth of children's learning.	
Prioritise Communication and Language, PSED, early writing, phonics and independence for children who are not yet secure.	Identify children requiring additional support through baseline and ongoing assessment. Provide targeted small-group or individual teaching alongside strengthened continuous provision. Share practical strategies with parents so learning and independence can be reinforced at home.		
Strengthen transition arrangements between Nursery, Reception and Year 1, including shared expectations and information about children's starting points.	Use structured transition meetings and shared pupil information. Provide opportunities for staff to observe practice across phase boundaries. Agree a common set of readiness indicators and review these before transition.		
Continue targeted professional development, coaching and external collaboration where this adds demonstrable value.	Use monitoring and assessment evidence to identify precise professional-development needs. Prioritise high-impact training and follow up implementation in school. Evaluate external support against agreed outcomes before extending provision.		
Strengthen engagement with parents around early language, reading, independence and school readiness.	Provide short, practical parent workshops linked to current EYFS priorities. Share simple activities and strategies that parents can use at home. Use targeted communication for families where children require additional support.		
Autumn 26 Impact Evidence			
Spring 27 Impact Evidence			
Summer 27 Impact Evidence			

Priority 4: Strengthen Inclusion and provision for priority pupils			
Rationale/starting point: The 2025–26 plan focused on disadvantaged pupils, SEND, attendance, targeted interventions, oracy and enrichment. The review shows some positive foundations but also significant attendance concerns: 38.9% of pupils receiving PPG were persistently absent and 32.4% of pupils on the SEND register were persistently absent. The school's next proposed priority is to strengthen an inclusive approach, particularly for pupils with SEND and those facing barriers to learning.			
Objective: To establish a consistent, whole-school inclusive approach in which barriers are identified early, provision is matched precisely to need, attendance and engagement improve, and all pupils access ambitious learning.			
Action	How it will be achieved	Intended Impact by July 2027	Evidence Sources
Embed the new Inclusion Framework across the school, with clear expectations for universal provision, reasonable adjustments, targeted support and specialist	Translate the framework into a concise Wildridings inclusion checklist for staff. Use staff training, case studies and classroom examples to clarify expectations. Monitor implementation through inclusion reviews, learning walks and pupil voice.	<ul style="list-style-type: none"> • Pupils with SEND and other priority needs experience consistent, high-quality teaching 	Inclusion Framework audits; SEND reviews;

provision.			
Strengthen the assess–plan–do–review cycle for pupils with SEND and other priority needs, ensuring provision is specific, measurable and evaluated.	Ensure individual plans identify need, intended outcome, provision and review date. Build teacher, SENCO and support-staff review points into the cycle. Remove or amend provision that is not demonstrating sufficient impact.	and provision across classrooms.	provision maps; intervention impact records; attendance and persistent absence data; pupil/parent voice; book scrutiny; learning walks; safeguarding/pastoral records; disadvantaged pupil outcomes.
Ensure teachers retain ownership of SEND provision and are confident in adaptive teaching, scaffolding, explicit instruction and removing barriers without reducing ambition.	Provide practical CPD using examples from Wildridings classrooms. Include SEND provision in lesson visits and teacher-development conversations. Share effective adaptations and resources through phase/team meetings.	<ul style="list-style-type: none"> Teachers can explain the barriers affecting individual pupils and the adjustments that enable those pupils to succeed. Interventions are fewer, more consistently delivered, more targeted and demonstrably improve outcomes. 	
Improve the quality and impact of interventions through clear entry criteria, intended outcomes, skilled delivery and evaluation of impact.	Monitor and adapt the central overview of interventions, pupils, intended outcomes and review dates. Match delivery to staff expertise and provide training where needed. Evaluate impact using agreed measures and stop or adapt interventions that are not effective.	<ul style="list-style-type: none"> Persistent absence reduces, particularly for pupils eligible for pupil premium (target of 20%) and pupils on the SEND register (target 15%). 	
Use attendance, safeguarding and pastoral information together to identify barriers for persistently absent pupils and coordinate support.	Review attendance alongside safeguarding and pastoral information at fortnightly DLS meetings. PPG Lead creates clear strategy for pupils/families requiring coordinated support. Work with families and external agencies where appropriate, with actions reviewed for impact.	<ul style="list-style-type: none"> Priority pupils increasingly participate in enrichment, leadership and wider school life and report a stronger sense of belonging. 	
Strengthen engagement with parents/carers of disadvantaged and SEND pupils through purposeful, solution-focused communication.	Identify priority families and establish a consistent named contact where appropriate. Use communication to share strengths, concerns and practical next steps rather than only reporting problems. Monitor engagement and use parent feedback to improve the approach.	<ul style="list-style-type: none"> Attainment and progress gaps reduce over time in reading, writing and maths for SEN pupils and those in receipt of PPG funding without lowering curriculum expectations. 	
Ensure disadvantaged pupils have equitable access to enrichment, leadership, trips, clubs and wider experiences.	Maintain a pupil-level overview of participation in wider opportunities. Remove financial or practical barriers for identified pupils. Review participation by group each term and target under-representation. Create a universal and targeted enrichment offer for pupils		
Use pupil voice to evaluate belonging, safety, participation and access to learning for priority groups.	Conduct termly pupil-voice sampling across SEND, disadvantaged and other priority groups. Ask pupils about barriers and what helps them learn and participate. Feed findings into provision planning and report back on actions taken.		
Autumn 26 Impact Evidence			
Spring 27 Impact Evidence			
Summer 27 Impact Evidence			

Priority 5: Leadership, governance, culture and sustainable improvement

Rationale/starting point: The 2025–26 review shows increased pupil numbers, with the school at 92.9% capacity in September 2026 compared with 88.6% in

October 2025. The school website is up to date and social media accounts have been established. A support-staff restructure generated approximately £160,000 annual savings. The review also identifies the need to evaluate leadership and governance actions and sustain improvement.			
Objective: To ensure leaders and governors evaluate the impact of improvement activity rigorously, communicate the school's priorities clearly, strengthen stakeholder relationships and deploy resources sustainably.			
Action	How it will be achieved	Intended Impact by July 2027	Evidence Sources
Align SLT, subject leadership, governor monitoring and the SDP so that monitoring always tests progress against agreed pupil-impact measures.	Use the same priorities and impact measures across SLT, subject-leader and governor monitoring. Schedule monitoring in advance and ensure findings are recorded against pupil outcomes. Use termly SDP reviews to adjust actions where impact is insufficient.	<ul style="list-style-type: none"> • Leaders and governors can demonstrate the difference improvement actions are making for pupils, not simply report that actions have been completed. • Staff understand the school's priorities and can describe how their professional development contributes to improved pupil outcomes. • Parents and carers experience clearer, more consistent communication and opportunities to work in partnership with school. • The school maintains strong pupil numbers and a positive reputation within its community. • Financial and staffing decisions are demonstrably linked to educational priorities and long-term sustainability. • Improvement is sustained beyond individual initiatives, with successful practice embedded into normal 	Governor reports; SDP reviews; staff/parent/pupil surveys; pupil numbers/capacity; website/social media analytics where appropriate; financial monitoring; staffing data; external review; partnership records; workload/wellbeing feedback.
Provide governors with concise, evaluative reports that distinguish activity completed from impact achieved.	Use a standard governor report format: action, evidence, impact, gaps and next steps. Provide governors with pupil-outcome and group data alongside qualitative evidence. Use governor challenge to test whether actions are making a measurable difference.		
Review the effectiveness of the school's communication and engagement strategy, using parent, pupil and staff feedback to identify improvements.	Establish an annual calendar of stakeholder feedback. Analyse feedback by theme and identify a small number of practical actions. Communicate back to stakeholders what has changed as a result of their feedback.		
Strengthen the school's local and digital profile through consistent celebration of pupil achievement, curriculum opportunities and community engagement.	Maintain a planned programme of website and social-media updates. Ensure communication reflects the school's vision, values and achievements consistently. Develop further local-community links that provide benefits for pupils.		
Continue to evaluate staffing structures, external provision and procurement against educational impact and value for money.	Review major staffing and external-provision decisions against pupil need and impact. Use financial and educational information together when evaluating provision. Identify opportunities to reduce duplication and redirect resources towards teaching and pupil outcomes.		
Maintain a rolling financial sustainability plan, including income generation, premises planning and efficient use of staffing/resources.	Review the financial position and assumptions at regular SLT/governor points. Progress agreed income-generation and premises priorities. Use the school's staffing structure and deployment model to protect high-quality pupil provision.		
Develop partnerships with local schools and relevant networks to share effective practice and support professional development.	Identify a small number of schools/networks with relevant strengths or similar contextual needs. Plan purposeful visits, joint moderation or professional learning rather than informal networking alone. Record what has been learned and how it has changed practice at Wildridings.		
Ensure workload and wellbeing considerations remain integral to improvement planning, with initiatives stopped or streamlined where they do not add sufficient value.	Review new initiatives against their intended impact before implementation. Remove or simplify duplicated recording and monitoring where possible. Use staff feedback to evaluate whether professional-development activity is manageable and purposeful.		

		school systems.	
Autumn 26 Impact Evidence			
Spring 27 Impact Evidence			
Summer 27 Impact Evidence			