GoShine FEDERATION
EXCEPTIONAL PRIMARY EDUCATION

2026/27
School Maintenance Plan & School Development Plan updated on 28.7.26.

St George's Hanover Square C of E Primary School (Westminster)

We are ambitious for our pupils and aim for excellence.
In addition we aim to meet the Ofsted framework criteria for at least Strong as much as possible in the following areas:

Achievement; Inclusion; Curriculum & Teaching Please see our end of year target setting document for information about expected pupil achievement at the end of the 2026/27 academic year

Early Years (including achievement in all the Areas of Learning, curriculum and teaching, securing strong foundations, inclusion and readiness for Year 1)- Please see our end of year target setting document for information about expected pupil achievement at the end of the 2026/27 academic year

Attendance and Behaviour (including learners behaviour and conduct, positive attitudes to learning, respectful relationships, feeling safe including from bullying and discrimination, attendance and punctuality)-Please see our SEF and the information below for more details

Personal development and Wellbeing (including developing interests and talents, resilience, confidence, independence, physical and mental health, preparation for life in modern Britain, equality and fundamental British Values) -Please see our SEF and the information below for more details

Leadership and governance (including clear and ambitious vision, providing high quality staff training, engagement with all stakeholders, protecting staff from bullying and harassment, effective governance, effective safeguarding)-Please see our SEF and the information below for more details

Our School Development Plan has been informed by our Vision Statement:

Our school offers a distinctly Christian education in an inclusive environment, welcoming children and staff of all faiths and none.
As a community, we have identified **nine core values that stem from our vision and** are woven in to the very fabric of the school. We expect all members of the school community-pupils, staff, governors, clergy- to model these. These are also closely linked to the **four foundations** of our **curriculum design.**

1. Educating for Wisdom, Knowledge and Skills (value link-excellence)
2. Educating for Hope and Aspiration (value link- determination and inspiration)
3. Educating for Community and Living Well Together (value link- compassion, integrity, friendship)
4. Educating for Dignity and Respect (value link- honesty, integrity, respect)

Determination This means resolution, resolve, willpower. "**Stand firm, and you will win life.**" **(Luke 21:19)**

Respect This means regard highly, value, honour. **"And as you wish that others would do to you, do so to them."** (Luke 6:31)

Friendship This means mutual trust and support. "**Dear children, let us not love with words or speech but with actions and in truth.** (1 John 3:18)

Inspiration This means the process of being given passion and/or ideas for a task **"I can do all things through him who strengthens me."** (Philippians 4:13)

Excellence This means being outstanding or extremely good **"Whatever you do, work at it with all your heart as working for the Lord."** (Colossians 3:23-24)

Community This connects us with each other. **"We who are many, are one body in Christ."**(Romans 12:5)

Compassion This means having a deep awareness and sympathy for another's suffering. **"When Jesus went ashore, He saw a large crowd and He felt compassion for them because they were like sheep without a shepherd; and he began to teach them many things."** (Mark 6:34)

Honesty This means truthfulness, loyalty, fairness, sincerity. "**The Lord detests lying lips, but he delights in people who are trustworthy."** (Proverbs 12:2)

Integrity This means having strong moral principles e.g. honesty, decency, fairness, equality; having pure and balanced moral character. "**Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things."** (Philippians 4:8)

The distinctive nature of our approach to education can be found in our explicit Christian values, our Collective Worship, our grounded Christian ethos and in our Religious Education.
We believe **every** child is made in the image of God, and therefore we want the best for them. We value our school community as a place where love can flourish.
Our vision and values are at the core of everything we do. In order for us to think about and understand how Jesus lived his life, we underpin our teaching and learning with the stories and parables from the Bible. We also provide an environment which fully prepares the children to be confident, compassionate, honest and happy human beings so that they can:

Go, shine in the world and live as Jesus lived.

Our School vision is based upon Matthew 5:14-16

School Maintenance Plan

Professional Development Meetings and 1:1 coaching meetings to support the maintenance of the current quality of education offered to pupils

- How should I use our school Behaviour Policy to get the most effective outcome for pupils?
- How should I teach early reading and phonics in order to get the most effective outcome for pupils?
- What must I know about First Aid?+ school nurse session on asthma and anaphylaxis
- How should class teachers and support staff enable SEND pupils to access the curriculum? (including use of information strips)
- How should I teach writing in order to get the most effective outcomes for pupils?
- How should I teach maths to get the most effective outcomes for pupils?
- How should I use curriculum enrichment weeks to get the most effective outcomes for pupils?
- What does a successful Academic Review Day look like ?
- What does a successful (disco, sports day, BBQ Christmas events) look like?
- How should I teach RHSE to get the most effective outcomes for pupils?
- What do high quality pupil outcomes (in books) look like? (3x work scrutiny with all staff)
- What does high quality assessment and report writing look like?
- What does a high quality end of year handover look like? (including SEN handover)
- Gathering the views of staff (questionnaire/post its etc)
- The bottom 20% of readers make the necessary progress in reading during this academic year, meeting their challenging targets
- How we teach fluency in maths calculation to support problem-solving
- How we teach reading fluency in KS2 to aid comprehension
- How we teach reading strategies in KS2 to aid comprehension
- Effective Marking and feedback
- Understanding the relationship between working memory and long term memory to inform how pupils' learn
- How we use explicit instruction as our pedagogical approach by using Rosenshine's Principles of Instruction
- Deliberate Practice in PDMs and Professional Development Days for staff where appropriate
- Responding to emerging needs in the school PDMs

School Development Plan Priorities

Outcome 1 linked to School Pupil Premium Strategy outcome **Attendance of all pupils is in line with or higher than national averages, including persistent absence**			
Educating for Hope and Aspiration (values: determination, excellence)			
Actions	Resources	Monitoring	Evaluation
August -HOS – completes DFE RISE attendance and behaviour self-assessment. Use this to complete DFE RISE attendance and behaviour action plan identifying key attendance priorities for the year -Identify pupils with below 90% attendance from the academic year 2025/26 -Identify pupils with between 90.0 – 95.0% attendance from the academic year 2025/26 -**Sep HOS-** pupils with below 90% attendance from the academic year 2025/26- notice to improve letter 1 sent out **Sep HOS-** pupils with 90.0 – 95.0% attendance from the academic year 2025/26- notice to improve letter 1 sent out **-Sept HOS at Academic Review Day** meets with parents of all below 90% pupils from the academic year 2025/26 to confirm expectation that attendance will improve this academic year **-Sept Class teachers at Academic Review Day** meets with parents of all between 90.0 - 95% pupils from the academic year 2025/26 to confirm expectation that attendance will improve this academic year **-Every Friday** – HOS gets current attendance data including all individual pupils, including Early Years, below 95.0% (from 3 Sep 2026 to date) to analyse **-Every Monday -** throughout the year-HOS & AHT make phone calls or meet with parents of **all** pupils with below 90% attendance and any pupils whose attendance is a cause for concern below 95.0% from 3 Sep 2026 to date (if no pick up they will receive a text asking them to phone the school) Where attendance does not improve, **schedule LA Attendance Officer** meetings and fines where necessary. **Weekly-Meeting between Office Manager and HOS**- any pupil with a notice to improve letter 1 monitored using the notice to improve tracker. As soon as the pupil has been absent for 6 sessions (3 days) within 10 weeks – meet parent and provide Notice to improve letter 2.	**Senior leaders** dedicated time to review data weekly, meet parents and meet the LA attendance officer **Senior leaders** provide Class teachers attendance scripts **Senior leaders** train Class teachers to use attendance scripts **Office Manager** dedicated time to review data weekly **Class teachers** dedicated time to meet parents and use attendance scripts.	Weekly, half termly and termly attendance and absence monitoring programme carried out by **senior leaders** in partnership with **class teachers** & in some cases, **external advisors**	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year

If the pupil is absent for a further 4 session (2 days) within the same 10 weeks- which therefore totals 5 days (10 sessions) within a 10 week period, issue a PN. **Weekly** –**HOS and Office Manager** review 90-95.0% pupil attendance data and allocate **class teachers** to meet parents where there is a concern. Use attendance script for teachers. Class teachers book a follow up meeting every 3 weeks until attendance improves to above 95%. **Half termly** – **HOS** evaluate DFE Attendance Comparison Report and take necessary action **Termly** meeting between **HOS and LA attendance officer** with agreed actions for every pupil below 90% and every pupil whose attendance is a cause for concern below 95.0% **Termly – HOS and Office Manager** complete the attendance data analysis sheet, including actions taken and actions next term. Share with governors			
Evaluation report- July 2027			

Outcome 2 **linked to School Pupil Premium Strategy outcome** **Embed the high quality implementation of the Read Write Inc phonics scheme, particularly for readers in the bottom 20%, so that strong foundations in Reading and Writing are secured**			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
-Sept INSET **Go Shine English leader** introduces all **new staff** to the Read Write Inc Scheme including model videos **Every half term – Senior leader** in school undertakes lesson visits to check implementation of Read Write Inc, including any catch-up interventions, across the school and its impact on pupil outcomes in reading and writing and provide personalised feedback and coaching. **Autumn Term 2027** - **Class teachers** complete Reading bottom 20% action plan based on assessment and provide to **HOS** to check and agree. **-** Y1 Phonics project group run by **Go Shine English leader** for Year 1 teachers to prepare for phonics check -Phonics screening check assessments in October for all Year 1 and Year 2 retakes plus KS2 pupils who have not met the PSC standard. -**HOS** meet **class teachers and relevant support** staff to analyse assessments and plan any further actions, including interventions, necessary. -Assessment data with evaluations and further actions sent to **Executive Headteacher and Go Shine English Leader**. **Spring Term 2027** - **Class teachers** complete Reading bottom 20% action plan based on assessment and provide to **HOS** to check and agree. **-** Y1 Phonics project group run by **Go Shine English leader** for Year 1 teachers to prepare for phonics check -Phonics screening check assessments in January and March for all Year 1 and Year 2 retakes plus any KS2 pupils who have not met the PSC standard. -**HOS** meet **class teachers and relevant support** to analyse assessments and plan any further actions, including interventions,	1x INSET Day session across the federation by **Go Shine English leader** -**Senior leader** dedicated time to monitor the implementation -**Senior leader** dedicated time to provide personalised coaching and feedback - **HOS and CT** dedicated time to analyse phonics assessment data and plan actions -**TA** support time to deliver 'keep up' sessions -**Senior leader** update and replenish phonics and reading resources as necessary in order to effectively deliver the scheme with fidelity	Termly quality of teaching and pupil achievement monitoring programme carried out by **senior leaders** in partnership with **class teachers** & in some cases, **external advisors**	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year

necessary. -Assessment data with evaluations and further actions sent to **Executive Headteacher and Go Shine English Leader**. **Summer Term 2027** - **Class teachers** complete Reading bottom 20% action plan based on assessment and provide to **HOS** to check and agree. -HOS meet Y1 and Y2 class teachers weekly to check impact of actions on any pupils not yet on track to meet their target in the Phonics Screening Check.			
Evaluation report- July 2027			

Outcome 3 **The implementation of the updated Writing curriculum is of high quality so that strong foundations in Writing are secured**			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
Summer Term 2026 -1x English Project Group meeting led by **Go Shine English leader** to train **senior leaders** on the updated curriculum for writing **-Senior leader** to fully resource the updated Writing curriculum **-Inset Day July** – Introduction to the updated Writing curriculum on Zoom for all staff led by **Go Shine English leader** **Autumn Term 2026** **-Class teachers** to implement the updated Writing curriculum **-Senior Leader** to undertake lesson visits and work scrutiny in Professional Development Days and book blinks to check implementation of the new Writing Curriculum – provide personalised feedback and coaching 1x Implementation of English curriculum review day – **EHT** and **HOS** visit English lessons and provide personalised feedback and coaching to teachers as a result **Spring Term 2027** -**Go Shine English Leader and school Senior Leader** 1x PDM – Writing curriculum – how well are we doing? Share best practice in books across the school and raise quality of teaching to that of the best practice. Deliberate practice by teachers to plan learning from best practice into their next week's planning. -**Senior leader** undertakes book monitoring to check implementation of the new Writing curriculum across the school and provides personalised feedback and coaching **Summer Term 2027** -**Senior leader** undertakes book monitoring to check implementation of the new Writing curriculum across the school and provides personalised feedback and coaching	-1 x English Project Group meeting by **Go Shine English leader** -1X Inset day training by **Go Shine English leader** -1 x PDM by **Go Shine English Leader and school Senior Leader** to share best practice and raise the quality of implementation to the highest standard -At least x7 days PDD **Senior leader** dedicated time to monitor the implementation -**Senior leader** dedicated time to provide personalised coaching and feedback -1x Implementation of English curriculum review day **EHT and HOS**	Termly quality of teaching and pupil achievement monitoring programme carried out by **senior leaders** in partnership with **class teachers** & in some cases, **external advisors**	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year

	-0.5xdays per half term **Senior leader** dedicated time to monitor the implementation in books -**Senior leader** dedicated time to provide personalised coaching and feedback -**Senior leader** update Writing resources as necessary		
Evaluation report- July 2027			

Outcome 4 **Embed the high quality implementation of the Handwriting curriculum so that strong foundations in handwriting are secured**			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
Autumn Term 2026 -**Go Shine English leader** 1x PDM 'How we teach high quality handwriting in our school' **-Senior/middle Leader** to undertake lesson visits and work scrutiny to check implementation of the Handwriting Curriculum – provide personalised feedback and coaching -**EHT and HOS** Weekly book blinks –monitor pupil handwriting book alongside curriculum subject books to check the implementation of the new handwriting curriculum. Provide personalised feedback and coaching as necessary. -Weekly - **Class teachers** send pupils with books to see a **senior leader** to recommend for Handwriting Hero awards when pupils demonstrate secure handwriting in all subjects. **Senior Leader** makes final assessment and awards in Celebration assembly. **Spring Term 2027** **-Senior/middle Leader** to undertake lesson visits and work scrutiny to check implementation of the Handwriting Curriculum – provide personalised feedback and coaching -**EHT and HOS** Weekly book blinks –monitor pupil handwriting book alongside curriculum subject books to check the implementation of the new handwriting curriculum -Weekly - **Class teachers** send pupils with books to see a **senior leader** to recommend for Handwriting Hero awards when pupils demonstrate secure handwriting in all subjects. **Senior Leader** makes final assessment and awards in Celebration assembly. **Summer Term 2027** **-Senior/middle Leader** to undertake lesson visits and work scrutiny to check implementation of the Handwriting Curriculum – provide personalised feedback and coaching -**EHT and HOS** Weekly book blinks –monitor pupil handwriting book	1 x PDM by **Go Shine English leader** **-Senior/ middle Leader** dedicated time to monitor the implementation **-Senior/ middle Leader** dedicated time to provide personalised coaching and feedback -**EHT and HOS** dedicated time for weekly book blinks to monitor the implementation provide personalised coaching and feedback	Termly quality of teaching and pupil achievement monitoring programme carried out by **senior leaders** in partnership with **class teachers** & in some cases, **external advisors**	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year

alongside curriculum subject books to check the implementation of the new handwriting curriculum -Weekly - **Class teachers** send pupils with books to see a **senior leader** to recommend for Handwriting Hero awards when pupils demonstrate secure handwriting in all subjects. **Senior Leader** makes final assessment and awards in Celebration assembly.			
Evaluation report- July 2027			

Outcome 5 **linked to Inclusion Strategy outcome** **The personalised curriculum planning for children with complex Special Educational Needs and Disabilities (SEND) enables children working at Pre Key Stage standards to make the necessary progress**			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
1st half Autumn Term 2026 -**SEND Project Group Leader** oversees writing the updated Pre-Key Stage curriculum using EEF Guide to Inclusive Teaching https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching/resources-tools-supporting-evidence so that it matches our curriculum map and reports to the **EHT** -1x **HOS, AHT and SENCO** Project group meeting with **SEND Project Group leader** to train these staff on the updated curriculum -1 x PDM led by **SEND Project Group leader** Implementation of the updated Pre Key-Stage curriculum -**SENCO** fully resources the updated Pre Key-Stage curriculum **2nd half Autumn Term 2026** -**HOS and SENCO** undertake lesson visits and work scrutiny in every professional development day to check the implementation of the new Pre Key-Stage curriculum across the school and provide personalised feedback and coaching -Weekly - **SENCO** provided with Pupil Learning Journey books for every pupil working within the personalised Pre Key Stage curriculum to check the implementation of the new Pre Key-Stage curriculum across the school and provide feedback and coaching **Spring Term 2027** -**HOS and SENCO** undertake lesson visits and work scrutiny in every professional development day to check the implementation of the new Pre Key-Stage curriculum across the school and provide personalised feedback and coaching -Weekly - **SENCO** provided with Pupil Learning Journey books for every pupil working within the personalised Pre Key Stage curriculum to check the implementation of the new Pre Key-Stage curriculum across the school and provide feedback and coaching -1x PDM led by **SENCO** – Pre Key Stage curriculum – how well are we	-1x Project group meeting led by **SEND Project Group Leader** -2 x PDM Pre Key-Stage led by **SEND Project Group Leader** -x21 days PDD **Senior leader** dedicated time to monitor the implementation -**Senior leader** dedicated time to provide personalised coaching and feedback -x1 hour pw **SENCO** dedicated time Personal Learning Journey work scrutiny and feedback -**Senior leader** update resources as necessary	EHT meeting with SEND Project Leader writing the curriculum to approve content Termly quality of teaching and pupil achievement monitoring programme carried out by **senior leaders** in partnership with **class teachers** & in some cases, **external advisors**	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year

doing? Share best practice pupil outcomes and case studies across the school and raise quality of teaching to that of the best practice. Deliberate practice by teachers to plan learning from best practice into their next week's planning. **Summer Term 2027** -**HOS and SENCO** undertake lesson visits and work scrutiny in every professional development day to check the implementation of the new Pre Key-Stage curriculum across the school and provide personalised feedback and coaching -Weekly - **SENCO** provided with Pupil Learning Journey books for every pupil working within the personalised Pre Key Stage curriculum to check the implementation of the new Pre Key-Stage curriculum across the school and provide feedback and coaching			
Evaluation report- July 2027			

Outcome 6- linked to School Inclusion Strategy outcome **Pupils with Special Educational Needs and Disabilities (SEND) access and make the necessary progress within our ambitious curriculum through effective adaptation and scaffolding of the curriculum**			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
Autumn 2026 -1x PDM How to use adaptive teaching strategies and scaffolding to support pupils with SEND to make the necessary progress towards their challenging targets led by **SEND Project Group leader** using EEF Guide to Inclusive Teaching Scenario-based training resources https://scenariospace.org/partners/eef - **EHT, HOS and SENCO** -Weekly- 'blink' work scrutiny of pupils with SEND checking use of adaptations and scaffolding. Provide personalised feedback and coaching as necessary. -**Senior Leaders** -Termly- Professional Development Days (PDD) for each teacher includes lesson visit and in depth work scrutiny with focus on how effective adaptation is to enable every pupil with SEND to learn the curriculum. Provide personalised feedback and coaching **Spring 2027** - **EHT, HOS and SENCO** -Weekly- 'blink' work scrutiny of pupils with SEND checking use of adaptations and scaffolding. Provide personalised feedback and coaching as necessary. -**Senior Leaders** -Termly- Professional Development Days (PDD) for each teacher includes lesson visits, in depth work scrutiny and pupil voice with focus on how effective adaptation is to enable every pupil with SEND to learn the curriculum. Provide personalised feedback and coaching **Summer term 2027** 1x PDM led by **SENCO** - Adaptive teaching strategies to support pupils with SEND - How well are we doing? Using EEF Guide to Inclusive Teaching Scenario-based training resources https://scenariospace.org/partners/eef. Share best practice in books across the school and raise quality of teaching to that of the best practice. Deliberate practice by teachers to plan learning from best	1x PDM led by **SEND Project Group Leader** 1x PDM led by **SENCO** -x1 hour p/w **Senior leader** dedicated time blink work scrutiny and feedback -x21 days PDD **Senior leader** dedicated time to monitor the implementation -**Senior leader** dedicated time to provide personalised coaching and feedback	Termly quality of teaching and pupil achievement monitoring programme carried out by **senior leaders** in partnership with **class teachers** & in some cases, **external advisors**	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year

practice into their next week's planning. - **EHT, HOS and SENCO** -Weekly- 'blink' work scrutiny of pupils with SEND checking use of adaptations and scaffolding. Provide personalised feedback and coaching as necessary. -**Senior Leaders** -Termly- Professional Development Days (PDD) for each teacher includes lesson visits, in depth work scrutiny and pupil voice with focus on how effective adaptation is to enable every pupil with SEND to learn the curriculum. Provide personalised feedback and coaching			
Evaluation report- July 2027			

Outcome 7 **Pupils further develop Maths fluency so that strong foundations are secured**			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
1st half Autumn Term 2026 -**Go Shine Maths leader** to identify a range of Maths games from Camden Maths Hub and other high-quality sources to use across our partnership of schools -**HOS at St Luke's** and **Go Shine Maths leader** write memo for Go Shine schools on introducing Number Stars fluency award to Years 1, 2 and 3 -1x Multiplication Tables Check Project Group for Years 3 and 4 teachers and senior leaders led by **Go Shine Maths leader** to share best practice in teaching times tables **-Senior/ middle Leader** undertakes lesson visits to check implementation of Maths fluency across the school (check there is time in the maths lesson or they are on the timetable separately) and provides personalised feedback and coaching **2nd half Autumn Term 2026** -**HOS** introduce Number Stars award to staff and children in Years 1, 2 and 3 to compliment Times Tables Stars fluency award -**Middle leader at St James and St John** set up Go Shine inter-school Times Tables Rockstars (TTRS) Top of the Rocks competition for Years 3 and 4. **Senior/ middle Leaders** and **class teachers** motivate and excite pupils to engage. **Spring Term 2027** -1x PDM led by **Go Shine Maths leader**- How we use Maths games to support Maths fluency **-Senior/ middle Leader** in school resources the games and ensures these are saved on the area **-Senior/ middle Leader** undertakes lesson visits to check implementation of Maths games as part of fluency time across the school and provides personalised feedback and coaching **-Senior leader** organise an after school enrichment club for Maths games for the summer term – target pupils who will enjoy and benefit	**-HOS at St Luke's** dedicated time to write Number Stars memo **- Go Shine Maths leader** dedicated time to identify and organise high quality maths games **-Senior leader** source and purchase resources for maths games **-Senior/ middle Leader** ensure all pupils in KS2 has access to TTRS school account -1x PDM led by **Go Shine Maths leader** How we use maths games to support fluency -**Senior/ middle Leader** dedicated time to monitor the implementation of maths fluency, inc games **-Senior/ middle Leader** dedicated time to provide	Termly quality of teaching and pupil achievement monitoring programme carried out by **senior and middle leaders** in partnership with **class teachers** & in some cases, **external advisors**	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year

from more fluency practice -**Middle leader at St James and St John** set up Go Shine inter-school Times Tables Rockstars (TTRS) Top of the Rocks competition for Years 3 and 4. **Senior leaders** and **class teachers** motivate and excite pupils to engage. **Summer Term 2027** 1x Implementation of Maths fluency curriculum review day – **EHT** and **HOS** visit maths fluency lessons and provide personalised feedback and coaching to teachers as a result - **Senior leader** oversees after school enrichment club for Maths games	personalised coaching and feedback -1x Implementation of Maths fluency curriculum review day **EHT and HOS**		
Evaluation report- July 2027			

Outcome 8 – Linked to School Pupil Premium Strategy outcome **Improve oral language, including a wider vocabulary, for disadvantaged pupils in all year groups so that strong foundations are secured**			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
Autumn Term 2026 **-July- Inset Day-**teaching staff set up vocabulary walls in each classroom ready for September and ensure curriculum subject walls have key vocabulary displayed -**Sept** – Inset Day train teachers to ensure that every opportunity is taken for high quality interactions (Interaction prompts, SHREC approach, Think Pair Share) throughout the school day and how to explicitly teach Tier 2 words in lessons to support children's acquisition and use of a larger vocabulary **-Sept – 1xEarly Years Project Group led by Early Years Leader–** Revisit EEF SHREC approach with staff to support high quality interactions and use of interaction prompts in the continuous provision -**Sept**- **Senior leader** checks all working walls and display around the school has a focus on widening pupil vocabulary **-All class visits- Senior leaders** monitor teachers explicitly teaching Tier 2 key vocabulary systematically to build on pupils' current knowledge and use of vocabulary wall to support retention of Tier 2 vocabulary. Monitor implementation of high quality interaction strategies, eg Think Pair Share, ensures that pupils who need **more** oracy practice are provided this. Provide personalised feedback and coaching -**All class visits to Early Years - Senior leaders** monitor all adults in Early Years effectively using interaction prompts and SHREC approach. Monitor implementation of high quality interaction strategies ensures that pupils who need **more** oracy practice are provided this. Provide personalised feedback and coaching **Spring Term 2027** **-1xEarly Years Project Group led by Early Years PG Leader–** Revisit EEF SHREC approach with staff to support high quality interactions and use of interaction prompts in the continuous provision	-2xInset Days led by **Senior leader** -3x Early Years Project Group led by **Early Years Leader** -**Senior leader** dedicated time to monitor the implementation of oracy and vocabulary strategies and high quality interactions throughout school **-Senior leader** dedicated time to provide personalised coaching and feedback 1xPDM led by **Early Years Leader and senior leader** on improving oracy and vocabulary	Termly quality of teaching and pupil achievement monitoring programme carried out by **senior leaders** in partnership with **class teachers** & in some cases, **external advisors**	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year

-1xPDM led by **Senior leader** – Improving oracy and vocabulary – how well are we doing? Share best practice in books across the school and raise quality of teaching to that of the best practice. Deliberate practice by teachers to plan learning from best practice into their next week's planning. **-All class visits- Senior leaders** monitor teachers explicitly teaching Tier 2 key vocabulary systematically to build on pupils' current knowledge and use of vocabulary wall to support retention of Tier 2 vocabulary. Monitor implementation of high quality interaction strategies, eg Think Pair Share, ensures that pupils who need **more** oracy practice are provided this. Provide personalised feedback and coaching -**All class visits to Early Years - Senior leaders** monitor all adults in Early Years effectively using interaction prompts and SHREC approach. Monitor implementation of high quality interaction strategies ensures that pupils who need **more** oracy practice are provided this. Provide personalised feedback and coaching **Summer Term 2027** **-1xEarly Years Project Group led by Early Years PG Leader–** Revisit EEF SHREC approach with staff to support high quality interactions and use of interaction prompts in the continuous provision **-All class visits- Senior leaders** monitor teachers explicitly teaching Tier 2 key vocabulary systematically to build on pupils' current knowledge and use of vocabulary wall to support retention of Tier 2 vocabulary. Monitor implementation of high quality interaction strategies, eg Think Pair Share, ensures that pupils who need **more** oracy practice are provided this. Provide personalised feedback and coaching -**All class visits to Early Years - Senior leaders** monitor all adults in Early Years effectively using interaction prompts and SHREC approach. Monitor implementation of high quality interaction strategies ensures that pupils who need **more** oracy practice are provided this. Provide personalised feedback and coaching			

Evaluation report- July 2027

Outcome 9 **Children deepen their understanding of spirituality and opportunities to develop their spirituality** Educating for Hope and Aspiration (values: determination and inspiration) Educating for Community and Living Well Together (values: compassion, integrity, friendship)			
Actions	Resources	Monitoring	Evaluation
Autumn Term 2026 -**Go Shine RE, worship and Christian life of the school leader** provides updated memo for spiritual development and prayer curriculum. -**HOS** introduces memo on implementing spiritual development and prayer curriculum. -**HOS** delivers What is spirituality? assemblies. **Every half term throughout the year (x6)** -**Class teachers** implement prayer curriculum so that pupils write their own prayers in response to themes demonstrating their understanding of spirituality. -**HOS** monitors quality of prayers written into prayer books in the first week of each half term. Provide personalised coaching and feedback. -**HOS** oversees that prayers are used by staff and children in collective worship and by children leading worship -**Class teachers** implement spiritual development curriculum so that pupils respond to spirituality questions in all curriculum subject displays which exemplifies the child-friendly way pupils understand spirituality. -**Class teachers** implement half termly responses to school spirituality big questions and showcase responses by classroom door (inside or outside) -**HOS** monitors spirituality big question displays are updated half termly and monitors that subject specific displays have spirituality questions responded to. Provide personalised coaching and feedback. **Spring Term 2026** -HOS carries out pupil voice to monitor impact of spiritual development and prayer curriculum on children's understanding and articulation of spirituality. -HOS augments implementation of spiritual development and prayer	-**Go Shine RE, worship and Christian life of the school leader** update spiritual development and prayer curriculum -**HOS** dedicated time to monitor the implementation of spiritual development and prayer curriculum **-HOS** dedicated time to provide personalised coaching and feedback -**HOS** dedicated time to monitor the impact of spiritual development and prayer curriculum through pupil voice **-HOS** dedicated time to the implementation of spiritual development and prayer curriculum in	Termly monitoring of Pupil prayer books Termly spirituality and collective worship pupil voice Weekly learning walks monitoring quality of spirituality responses on working walls	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year

curriculum in response as necessary. **Summer Term 2026** -HOS carries out pupil voice to monitor impact of spiritual development and prayer curriculum on children's understanding and articulation of spirituality. -HOS augments implementation of spiritual development and prayer curriculum in response as necessary.	response to pupil voice.		
Evaluation report- July 2027			

Outcome 10 **Children across all year groups, deepen their responses to learning in the RE curriculum**			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration) Educating for Hope and Aspiration (value: determination and inspiration)			
Actions	Resources	Monitoring	Evaluation
Autumn Term 2026 -**HOS** attend LDBS RE Leaders meetings on updated RE curriculum -1xPDM led by **Go Shine RE leader** and **HOS** – Implementing the updated RE curriculum to enable high quality pupil outcomes -**HOS** carry out work scrutiny of RE with a focus on implementation of the updated RE curriculum and deepening responses for each year group - 1-1 feedback and coaching sessions led by **HOS** for teachers as a result of the outcomes of monitoring **Spring Term 2027** - 1xPDM led by **Go Shine RE leader** and **HOS** - How to deepen pupil responses in RE. Share best practice in books across the school and the federation as acknowledged in SIAMS reports to raise quality of teaching to that of the best practice. Deliberate practice by teachers to plan learning from best practice into their next week's planning. 1x Implementation of RE curriculum review day – **EHT** and **HOS** visit RE lessons and provide personalised feedback and coaching to teachers as a result -**HOS** carry out work scrutiny of RE with a focus on implementation of the updated RE curriculum and deepening responses for each year group - 1-1 feedback and coaching sessions led by **HOS** for teachers as a result of the outcomes of monitoring **Summer Term 2027** -**HOS** carry out work scrutiny of RE with a focus on implementation of the updated RE curriculum and deepening responses for each year group - 1-1 feedback and coaching sessions led by **HOS** for teachers as a result of the outcomes of monitoring	2x PDM led by **Go Shine RE leader** and **HOS** -At least 3xDays dedicated **HOS** time for in depth work scrutiny Dedicated **HOS** time to provide personalised coaching and feedback -1x Implementation of RE curriculum review day **EHT and HOS**	Quality of teaching and pupil achievement monitoring programme carried out by senior leaders and in some cases, external advisors.	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year

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Outcome 11 **Curriculum planning is further enhanced with a bank of model slides and information strips to support high quality consistent delivery of the curriculum and teacher workload**			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
September 2026 - **Go Shine HOS** Project group identifies highly effective teachers in each year group across the federation to create resources throughout the year. -1x Project Group for identified teachers led by **EHT** and **HOS** to agree what lesson resources will be saved to a central storage. **Autumn Term 2026** -Identified teachers save lesson resources centrally as they create them for their own lessons. - **EHT** identifies one **Go Shine senior leader** to monitor and coordinate the curation of the bank of resources. -**Senior leader** monitors resources and provides feedback to teachers **-Senior leader** provides feedback to EHT **Spring Term 2027** -Identified teachers save lesson resources centrally as they create them for their own lessons. -**Senior leader** monitors resources and provides feedback to teachers **-Senior leader** provides feedback to EHT **Summer Term 2027** -Identified teachers save lesson resources centrally as they create them for their own lessons. -**Senior leader** monitors resources and provides feedback to teachers **-Senior leader** provides feedback to EHT	-2x Project groups led by **EHT** and **HOS** -**Identified class teachers** create and save resources as they create them for their own class. -**Senior leader** dedicated time to monitor resources and provide personalised 1:1 feedback to teachers	Quality of resources saved centrally carried out by **senior leader** and **EHT**	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year
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Outcome 12 **All governors are well informed in the following areas:** **Pupil Premium Strategy** **Attendance Strategy** **Pupils with medical conditions including allergies and asthma**			
Educating for Hope and Aspiration (values: determination, excellence)			
Actions	Resources	Monitoring	Evaluation
Autumn Term 2026 1x training How our Pupil Premium Strategy supports the most disadvantaged pupils and what impact are we seeing – led by **EHT** as presentation in meeting **Spring Term 2027** 1x training How our Attendance strategy supports all pupils to attend regularly and what impact are we seeing – led by **EHT** as presentation in meeting **Summer Term 2027** 1x training - How we support pupils with medical conditions, including allergies and asthma – led by **EHT** as presentation in meeting	Pupil Premium Strategy document Attendance policy DFE Attendance Action plan How we support pupils with medical conditions, including allergies and asthma policy x3 **EHT** dedicated time to prepare presentations	**Governors** take responsibility for reading documents and policies provided **Governors** monitor through asking questions during discussion.	Evaluation of governor understanding in these areas will be carried out by the **EHT** and **COG**
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