

**A.I.M. HIGH at**



**Aspiration. Inspiration. Motivation.**

## 3 Year Strategic Development Plan Summary 2023-26

*Sept 2023*

*Jan 2024*

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### 3 Year Strategic School Development Plan 2023-26

No.	Area	Objective	Success Criteria / Rationale	Lead	Actions	
					RAG Rating:	
					Action Completed	In Progress Not Started
1	QoE	Raise standards in the teaching of Writing across school.	<ul style="list-style-type: none"> <li>Improved pupil outcomes in Writing at the end of KS1 and Writing &amp; GPS at the end of KS2.</li> <li>Long term plan in place for agreed approach – Pathways/TfW</li> <li>Evidence of improved outcomes in Writing and GPS across the school</li> <li>Monitoring records indicate the quality of teaching of Writing and GPS is at least Good</li> </ul>	SWr, AB, RW	<ul style="list-style-type: none"> <li>Resequencing of Pathways to Writing to ensure appropriate skills progression.</li> <li>Whole school CPD on Talk for Writing throughout 2023-25. See Writing Action Plan for updates on progress towards fidelity.</li> <li>Writing leads to regularly monitor teaching of Writing and coach staff</li> <li>Each class to plan some units with TfW strategies, supported by Writing leads and TfW consultant.</li> <li>TfW fully established R-Y4. Pathways for Writing retained in Y5-6 with key TfW principles continued.</li> <li>Staff CPD on GPS and raised profile of this within curriculum.</li> <li>Weekly explicit teaching of Grammar and Punctuation in established.</li> <li>Integration of Grammar &amp; Punctuation into Daily SODA and Weekly Retrieval Quizzes.</li> <li>Implementation of Grammar Hammer</li> <li>Implement school handwriting policy and agreed approach, informed by RWI phonics.</li> <li>'Short writing' introduced into the timetable (3 x 20mins p/week), with a focus on effective modelling (I/We do, you do (pairs), you do (individual) tiered process)</li> <li>Staff trained in use of Mighty Writer as an in-class scaffold and its use as the Writing intervention R-Y4.</li> <li>Raise standards by addressing basic skills and expectations around handwriting and spelling in all books through regular monitoring by leaders.</li> </ul>	
2	QoE	Refine curriculum in History, Geography, Art &	<ul style="list-style-type: none"> <li>Long and Medium Term Plans demonstrates comprehensive coverage</li> </ul>	SWo, JS, NO	<ul style="list-style-type: none"> <li>Evaluate effectiveness of current curriculum coverage and sequencing (including spacing) in each subject.</li> </ul>	

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		DT to ensure more equitable coverage, improved sequencing, higher quality teaching and more secure pupil outcomes.	<ul style="list-style-type: none"> <li>and appropriate sequencing that subject leaders can explain.</li> <li>Planning ensures no large gaps between subjects being taught, enabling children to learn and remember more by building on previous knowledge.</li> <li>Evidence from learning walks, books and pupil voice indicates the quality for teaching is at least Good in each subject area.</li> <li>Effective subject assessments evidence the vast majority of children achieve well in each subject and are at ARE or above.</li> </ul>	CW/ AB GB EB NL	<ul style="list-style-type: none"> <li>Investigate suitable schemes that would build on current curriculum – rationale for change clear.</li> <li>Facilitate effective programme of CPD for staff to enable smooth curriculum and pedagogical transition.</li> <li>Cross-reference what aspects of the curriculum have already been covered and amend new LTP accordingly. Phased approach to ensure no duplication or lost learning.</li> <li>Implement effective assessment and tracking processes, adapting those within chosen scheme to suit the needs of the school.</li> <li>Monitor impact through learning walks, pupil voice, etc – identifying and supporting those staff in need of further development.</li> </ul>
3	QoE	Improve staff pedagogy through effective CPD, with an emphasis on evidence informed research and cognitive science.	<ul style="list-style-type: none"> <li>Monitoring records indicate the quality of teaching of consistently at least Good</li> <li>Retrieval and Spaced Retrieval processes formally established within curriculum time.</li> <li>Monitoring records indicate staff are applying principles of <b>Explicit Instruction, Questioning &amp; Checking For Understanding</b>, and <b>Managing Cognitive Load</b> in their teaching.</li> <li>Monitoring indicates staff effectively applying principles of <b>Daily Review</b>, through Daily Soda, Weekly Retrieval Quizzes and Whole Class Feedback (new Feedback Policy).</li> </ul>	SWr EW/ SWo CE/ GB	<ul style="list-style-type: none"> <li>Lead staff training in Retrieval and embed Daily SODA, weekly Retrieval and monthly Spaced Retrieval Quizzes into the timetable.</li> <li>Staff training in Rosenshine's Principles of Instruction.</li> <li>Staff training in Explicit Instruction, Questioning, Modelling and Scaffolding</li> <li>New feedback policy with a focus on Whole Class Feedback, formalising daily review.</li> <li>HT create document of bespoke pedagogical principles expect at WH, combined with coaching manual – SPOTLIGHTS</li> <li>Learning walks and coaching to support staff after CPD. SPOTLIGHTS coaching approach introduced to SLT April 2024 for soft launch in summer term 2024.</li> <li>Leaders to undertake qualification in Instructional Coaching and roll out to wider SLT.</li> <li>SPOTLIGHTS full roll out Sept 2024</li> <li>HT lead Sept 2024 INSET on pedagogical principles as form of retrieval practice, supplemented by additional strategies and expectations – eg 'Tracking the speaker', oracy expectations in Talking Partners, rehearsal time, etc</li> <li>Redesigned approach to MTPs to embed pedagogical principles Sept 2024 to create 'teaching technique muscle-memory'. Time allocated for teacher to continue to develop these ongoing plans.</li> </ul>

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			<ul style="list-style-type: none"> <li>Monitoring indicates staff are effectively providing children with <b>Models</b> where appropriate across the curriculum.</li> <li>Monitoring indicates that teachers have an excellent understanding of <b>Scaffolding</b> to support all children to access the curriculum.</li> </ul>		<ul style="list-style-type: none"> <li>Further round of CPD to use principles to support SEND (and all) pupils with scaffolding, fading and task adaptation – Sept 2024</li> <li>Subject Leader version of Spotlights approach introduced Jan 2025 (including Pupil Work Studies &amp; Learning Walks), building on our developmental philosophy and increasing subject leader understanding of standards in their subject in a meaningful way. Termly schedule established for each subject leader.</li> <li>Ongoing CPD on application of principles according to subject / discipline – eg How principles applied in Maths through worked / part-worked examples, as well as through Mastery projects and maths Hub work .</li> </ul>
4	QoE	Raise standards in the teaching of Maths across the school through embedding the Teaching for Mastery approach.	<ul style="list-style-type: none"> <li>Improved pupil outcomes in Maths at the end of each phase (EYFS, KS1 and KS2).</li> <li>Planning ensures progression and sequenced lessons build upon prior learning which allows children to develop their mathematical thinking and coherence in all areas of the Maths curriculum.</li> <li>Fluency, reasoning and problem solving are evidenced across the curriculum.</li> <li>Use of variation (conceptual and procedural) is evident in all lessons and across all units taught.</li> <li>Use of representation and structure supports understanding and develops mathematical fluency, reasoning and problem solving.</li> </ul>	EW / CW	<ul style="list-style-type: none"> <li>Ensure children are selecting and manipulating concrete, pictorial and abstract materials/representations/methods independently which is being developed and reinforced during daily maths lessons.</li> <li>Facilitate an effective CPD programme, from the Maths Hub, for staff to enhance understanding of the pedagogical approach – Teaching for Mastery Sustaining; Specialist Knowledge in Teaching for Mastery (SKTM) for EYFS teachers; SKTM for primary teachers and SKTM for teaching assistants.</li> <li>Identify suitable training linked to adopted scheme of work (Power Maths) which has clear rationale linked to the Teaching for Mastery approach.</li> <li>Evaluate the effectiveness of current curriculum (including application).</li> <li>Reflect on NCETM research to ensure effective processes for change linked to <a href="#">Teaching for Mastery</a>.</li> <li>Monitor impact through SPOTLIGHTs coaching - approach introduced to SLT April 2024 for soft launch. Full roll out Sept 2024. Identifying and supporting those staff in need of further development.</li> <li>Identify a suitable intervention programme to support identified learners (Number Stacks). Facilitate training for TAs to deliver the programme effectively.</li> <li>Develop bespoke intervention programme to ensure maximum impact in each year group.</li> <li>Implement effective assessment and tracking processes across the school which includes interventions.</li> <li>Ensure resourcing in Maths is adequate for all classes to be able to teach Power Maths effectively and efficiently.</li> </ul>

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### Additional School Priorities

5	B&A	Behaviour & School Values: Improve 'low-level' behaviour around school and establish culture of higher expectations and positive attitudes to learning.	SWr	<ul style="list-style-type: none"> <li>Research, write and implement new school behaviour management policy.</li> <li>Lead staff CPD.</li> <li>Devise new Whole School Values too replace rules.</li> <li>Implement new reward &amp; acknowledgement system that motivates children and improves comms with parents.</li> <li>Track impact and report to Governors</li> <li>Establish fortnightly assemblies that focus on a School Value.</li> <li>Promote School Values by high profile events – Double Points week for a value</li> <li>Individual, class and whole school rewards for achieving School Value Dojo points targets.</li> <li>Work with staff to agree, plan and implement mini-activity clubs at lunchtimes – Aut 2024</li> </ul>
6	QoE	Reading: Increase the proportion of children working at and above ARE across school in Reading.	SWr KW, SB, RA	<ul style="list-style-type: none"> <li>Re-sequence the Pathways to Reading curriculum to ensure appropriate progression of skills.</li> <li>Implement Lexia intervention programme for children off track in Reading or Phonics in Y1-4 (2023-24)</li> <li>Implement Lexonik intervention programmes for children off track in Reading in Y5-6</li> <li>Restructure the Reading leadership team by introducing additional teacher to focus on curriculum Y1-6 (joining Phonics lead and Reading Culture lead).</li> <li>Whole Class Lexia in place Y1 &amp; Y2 (2024-25)</li> <li>Relaunch whole school library and build into class timetables</li> <li>Ongoing coaching for staff in best practice reading techniques such as echo and choral reading.</li> <li>Research and consider curriculum steps for 2025/26 and beyond</li> </ul>
7	QoE	Assessment: Implement more effective feedback, assessment and tracking processes based DFE guidance and evidence informed research.	SWr & CE	<ul style="list-style-type: none"> <li>Research, write and implement new Feedback Policy, providing greater focus on effective daily feedback (WCF, FF, LF).</li> <li>Implement new tracking system (Insight) in place of Educator. Build model to fit WH school assessment requirements.</li> <li>SW, EW &amp; CE to backfill summer assessment and FFT targets so school targets can be set Autumn term.</li> <li>Train staff to use for next round of assessments (EYFS – Oct, Y1-6 Jan)</li> </ul>

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				<ul style="list-style-type: none"> <li>Implement assessment schedule in line with DfE recommendations (2 formal assessments p/yr) Jan &amp; June.</li> <li>Reduce staff workload by removing curriculum objective s tracking system formally in place and automated 'on-track' %. Replace with Standardised Scores and Teacher Judgements, supported by moderation.</li> <li>SENCO to introduce small steps tracking (B Squared)for SEND pupils on same whole school tracking system.</li> <li>Develop and implement more effective assessment processes for foundation subjects (Hist, Geog, Art &amp; DT), including bespoke MTP design with evaluations and assessments evidenced with 'Learning Captures'.</li> <li>Greater focus on effective 'low-stakes' spaced retrieval through Daily SODA, and weekly and monthly retrieval quizzes.</li> </ul>
8	PD	Personal Development: Improve children's awareness of rule of law, democracy, respect and human rights.	EB, EW, SWo	<ul style="list-style-type: none"> <li>School Ambassadors to lead whole school project to become a UNICEF Rights Respecting School.Bronze achieved 2023-24. <b>Silver award achieved April 2025.</b></li> <li>Introduction of new School Values – Teachers to explicitly discuss why these are important and how can we demonstrate them in our lives.</li> <li>British Values to be discussed alongside new School Values in assemblies and in PSHE.</li> <li>Create annual trip to Houses of Parliament as part of focus on British Values and Democracy.</li> <li>Evolution of Character Pledges in 2024-25 to align closer to our School Values.</li> </ul>
9	EYFS	Speech & Language: Improve the provision for developing children's Speech & Language in Reception	CE, RA	<ul style="list-style-type: none"> <li>Early identification of need through WellComm screening process. All children screened on entry.</li> <li>Introduce Nuffield Early Language Intervention (NELI)for those children identified as needing additional support through screening.</li> <li>Strengthen links with S4YC Pre-School and work to co-ordinate Speech &amp; Lang pathway – Eg. Do they screen with WellComm? Do they use Early Talk Boost or another Sp&amp;Lang intervention? Successful meeting held March 2024 with S4YC manager, room lead, new EYFS school lead and HT. Renewed partnership and projects underway</li> <li>Speech and language specialist support staff added to the Reception team.</li> <li>Early Years Word Aware approach introduced into Reception Sept 2024, ahead whole school launch Jan 2025.</li> </ul>

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				<ul style="list-style-type: none"> <li>Increased staff across school to be trained in Speech and Language strategies 2024-25 (ELKLAN).</li> </ul>
10	QoE	Oracy: Develop whole school culture of oracy and language development (2024/25)	SW, EW, AB, RW	<ul style="list-style-type: none"> <li>Take key staff to the Great Oracy (School 21) exhibition as immersion event to create shared vision. <b>Booked for Oct 2024.</b></li> <li>Develop long term school vision where Oracy is woven throughout pedagogy and curriculum, and staff understand the importance of language and oracy development.</li> <li>Pedagogical principles and expectations established with oracy strategies discreetly embedded.</li> <li>Implementation of school vision supported by 3 year partnership with Voice 21, creation of Oracy Team and development of oracy action plan. See <i>Oracy Action Plan</i> for further planned actions.</li> <li>1<sup>st</sup> year Voice 21 partnership focus on elevating classroom practice, led by our in-school Oracy Team.</li> <li>Develop CPD programme through Voice 21 Exchange.</li> <li>2<sup>nd</sup> year of Talk for Writing project.</li> <li>Introduce enrichment opportunities that develop oracy (debating society, performing arts)</li> <li>Word Aware CPD to further develop children' vocabulary across school. Whole School training day INSET Jan 2025 completed. Ongoing bite-sized follow up training from Oracy Team through Spring term.</li> </ul>
11	QoE	Effectively build on EYFS by ensuring staff have increased understanding of Early Years curriculum.	RB, SW, HB, RM	<ul style="list-style-type: none"> <li>Use <b>Strong Foundation in the First Years of School</b> research doc to identify the foundation knowledge that pupils will secure in Reception and how this is built on in Year 1.</li> <li>Ensure all subject leaders fully understand the roots of their subject in EYFS by working with EYFS leader to map progression and observe practice.</li> </ul>
12	PD	Further enrich pupils' learning and personal development by increasing opportunities for meaningful engagement with cultural diversity through the curriculum, enrichment activities and community partnerships.	CE, GB, EB	<ul style="list-style-type: none"> <li>Organise cultural events and visits that celebrate different traditions and global perspectives.</li> <li>Work with subject leaders to identify curriculum opportunities where cultural diversity can be recognised and celebrated.</li> <li>Develop community partnerships that enrich pupils' personal development – eg guest speakers to classes, assemblies</li> <li>Capture the impact on pupil through pupil voice interviews, videos, etc.</li> </ul>

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