



Symphony Learning Trust

Aspiration. Innovation. Excellence.

Glen Hills Primary School



Core Strategic Plan 2025/2026

Received by LGB	September 2025
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Leadership Team						
Rebecca Wesley Headteacher	Amy Smith Deputy Headteacher	Fatima Variava Assistant Headteacher	Sharon Brown EYFS Leader	Reema Pastoral and Phase Lead	Rachel Cole SENDCo and Intervention lead	Alfie Costello Business Manager
<ul style="list-style-type: none"> School leader Designated safeguarding lead Strategic direction Standards and Progress Curriculum teaching and learning Attendance lead Pupil Premium Lead Data Lead Performance management and line management of staff 	<ul style="list-style-type: none"> Deputise in absence of Headteacher Deputy designated safeguarding lead Phase 1 lead Performance Management, incl. support staff EVC Lead Science Lead ECT lead SMSC lead Year 6 intervention 	<ul style="list-style-type: none"> Deputise in absence of Headteacher/Deputy Phase 2 Leader and teacher Mental Health Lead Designated Lead for CLA and PCLA Performance Management leader Deputy designated safeguarding lead Year 6 teacher 	<ul style="list-style-type: none"> EYFS lead for standards and progress Deputise in absence of Headteacher/Deputy/Assistant Headteacher Performance Management leader for EYFS Teacher EYFS Line Management EYFS staff 	<ul style="list-style-type: none"> Deputise in absence of Headteacher/Deputy/Assistant Headteacher Pastoral Well Being Lead Support Lead for CLA and PCLA Support Lead for SEND Deputy designated safeguarding lead Phase 1 and 2 support lead. 	<ul style="list-style-type: none"> SEND Lead Deputy designated safeguarding lead Rainbow Room intervention lead for specific SEND pupils 	<ul style="list-style-type: none"> Finance Premises HR Procurement Health and safety Performance management and line management of non-teaching staff

Subject / area responsibilities		
Subject / area	Staff name	Governor link (if applicable)
CLA/PCLA and Mental Health	Fatima Variava	Jon Sutcliffe (LAC) and Rebecca Dempsey (Mental Health)
Computing and Maths	Adam Walker	Jon Sutcliffe (Maths)
Disadvantaged/Pupil Premium	Rebecca Wesley	Diane Tse
SENDCo and Intervention	Rachel Cole	Jon Sutcliffe
Writing incl spelling	Kerry walker	Caroline Smith
PE	Dale Bolsover	Rory James
Science and SMSC	Amy Smith	Amy Smith
Geography	Sarah Walters	
History	Reema Patel	
Music	Rebecca Orme	
French	Imogen Lambden	
Art	Rachel Bretherton	
DT	Katie Wilkins	
RE	Sheron Bahia	
Local Community and British Values	Louise Layshley	
Environment/ECO Team	Amanda Kirkland	
Reading	Emma Connolly	Caroline Smith
PSHE/RSE	Phoebe Hammond	Caroline Smith
School Council	Rebecca Neale	Caroline Smith
Phonics and Early Reading	Sukhi Kaur	Caroline Smith
EYFS	Sharon Brown and Rachel Nutbrown (shadow)	Caroline Smith
Enrichment	Dale Bolsover	
Pastoral and Well Being	Reema Patel	Rebecca Dempsey

Focus Area	2025/26	2026/27	2027/28
1. Leadership and management (including governance)	<ul style="list-style-type: none"> SLT new structure - Headteacher, Deputy, Assistant, EYFS lead and Support Phase leader. Website meets all statutory requirement School meets all data protection requirements The governing body ensures that all statutory duties are met for the year CPD for new governor to strengthen expertise 	<ul style="list-style-type: none"> School website meets all statutory requirement School meets all data protection requirements The governing body ensures that all statutory duties are met for the year 	<ul style="list-style-type: none"> School website meets all statutory requirement School meets all data protection requirements The governing body ensures that all statutory duties are met for the year
2. Teaching and Learning	<ul style="list-style-type: none"> At least 95% of lessons to be good or outstanding Book scrutiny shows that pupils are appropriately challenged and make at least good progress. Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make good progress as a result Continued focus on reduced workload: feedback and data collection, considering AI. Establish the teaching and assessment of substantive and disciplinary knowledge in all subject areas Establish cross links of KO to support retrieval and long term memory alteration. 	<ul style="list-style-type: none"> At least 95% of lessons to be good or outstanding Book scrutiny shows that pupils are appropriately challenged and make at least good progress. Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result Continued focus on reduced workload: feedback and data collection, considering AI. Embed the teaching and assessment of substantive and disciplinary knowledge in all subject areas Embed cross links of KO to support retrieval and long term memory alteration. 	<ul style="list-style-type: none"> At least 95% of lessons to be good or outstanding Book scrutiny shows that pupils are appropriately challenged and make at least good progress. Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result Continued focus on reduced workload: feedback and data collection, considering AI. Embed the teaching and assessment of substantive and disciplinary knowledge in all subject areas Embed cross links of KO to support retrieval and long term memory alteration.
3. Standards in Core subjects	<ul style="list-style-type: none"> End of KS2 results at national averages in each of Reading, Writing and Maths. GDS to be at national average KS2 combined to be above national average KS2 progress above 0 in R,W,M – on hold as no progress scores Phonics screening to be at or above national average GLD to be at least National Average 	<ul style="list-style-type: none"> End of KS2 results at national averages in each of Reading, Writing and Maths. GDS to be at national average KS2 combined to be above national average KS2 progress above 0 in R,W,M – on hold as no progress scores Phonics screening to be at or above national average GLD to be at least National Average 	<ul style="list-style-type: none"> End of KS2 results at national averages in each of Reading, Writing and Maths. GDS to be at national average KS2 combined to be above national average KS2 progress above 0 in R,W,M – on hold as no progress scores Phonics screening to be at or above national average GLD to be at least National Average
4. Standards in other subjects	<ul style="list-style-type: none"> At least 70% of pupils working at the expected standard or above in foundation subjects. 	<ul style="list-style-type: none"> At least 70% of pupils working at the expected standard or above in foundation subjects. 	<ul style="list-style-type: none"> At least 70% of pupils working at the expected standard or above in foundation subjects.
5. Standards in EYFS	<ul style="list-style-type: none"> Good Level of Development to be at/above NA At least 10% more pupils achieve the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline. At least 10% more pupils achieve the expected level of development in the Communication and language ELGs and Understanding the World ELGs 	<ul style="list-style-type: none"> Good Level of Development to be at/above national At least 20% more pupils achieve the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline. At least 15% more pupils achieve the expected level of development in the Communication and language ELGs and Understanding the World ELGs 	<ul style="list-style-type: none"> Good Level of Development to be at/above national At least 20% more pupils achieve the expected level of development in literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (Number and numerical patterns) from their baseline. At least 15% more pupils achieve the expected level of development in the Communication and language ELGs and Understanding the World ELGs

6. Progress of different groups of learners	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing An increase in the % of PP pupils reaching the EXS in reading, writing and maths across the school Pupils with SEND achieve at least 2 ISP targets termly 	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing An increase in the % of PP pupils reaching the EXS in reading, writing and maths across the school Pupils with SEND achieve at least 2 ISP targets termly 	<ul style="list-style-type: none"> To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths, reading and writing. An increase the % of PP pupils reaching the EXS in reading, writing and maths across the school Pupils with SEND achieve at least 2 ISP targets termly
7. Behaviour	<ul style="list-style-type: none"> Low numbers of permanent exclusions (of children who have been at the schools for more than 2 years) Behaviour for learning judged to be at least good in 95% of learning walks and observations 	<ul style="list-style-type: none"> Low numbers of permanent exclusions (of children who have been at the schools for more than 2 years) Behaviour for learning judged to be at least good in 95% of learning walks and observations 	<ul style="list-style-type: none"> Low numbers of permanent exclusions (of children who have been at the schools for more than 2 years) Behaviour for learning judged to be at least good in 95% of learning walks and observations
8. Attendance	<ul style="list-style-type: none"> Average attendance of all pupils at least in line with NA% Average attendance of disadvantaged is at least in line with NA% 	<ul style="list-style-type: none"> Average attendance of all pupils at least 95% Average attendance of disadvantaged is at least in line with NA% 	<ul style="list-style-type: none"> Average attendance of all pupils at least 96% Average attendance of disadvantaged is at least in line with NA.
9. Inclusion	<ul style="list-style-type: none"> The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2 	<ul style="list-style-type: none"> The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2 	<ul style="list-style-type: none"> The gap between PP and non-PP pupils is in line with national or better in Reading, Writing, Maths at the end of KS2
10. Safeguarding	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties Embed schools safeguarding recording system DSL Training 	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties DSL training 	<ul style="list-style-type: none"> Annual Safeguarding Audit identifies that the school meets all statutory duties DSL training
11. Health	<ul style="list-style-type: none"> 2 hours per week of quality PE Offer a good number and variety of extra-curricular and enrichment activities to YR-6 In school ELSA trained to support pupil' mental health The school will maintain its Platinum Sports Award Mental Health Ambassadors support MH in school, in addition to MH leader and governor. Active Maths introduced Further resources to support Health and activity amongst pupils 	<ul style="list-style-type: none"> Review Happy Lunchtimes to promote inclusion, active resurces and positive relationships 2 hours per week of quality PE Offer a greater number and variety of extra-curricular and enrichment activities to YR-6 In school ELSA trained to continue to support pupil' mental health School achieves Healthy School Award Mental Health Ambassadors support MH in school, in addition to MH leader and governor. 	<ul style="list-style-type: none"> Review Happy Lunchtimes to promote inclusion and positive relationships 2 hours per week of quality PE Offer a greater number and variety of extra-curricular and enrichment activities to YR-6 In school ELSA trained to continue to support pupil' mental health School maintains Healthy School Award Mental Health Ambassadors support MH in school, in addition to MH leader and governor.
12. Parents and the Wider Community	<ul style="list-style-type: none"> 95% of parents have downloaded the school app At least 90% or parents will attend parents' progress meetings At least 90% of disadvantaged families will attend parents' evenings Parents will be invited to attend a celebration event 	<ul style="list-style-type: none"> 95% of parents have downloaded the W app At least 90% or parents will attend parents' progress meetings At least 90% of disadvantaged families will attend parents' evenings 	<ul style="list-style-type: none"> 95% of parents have downloaded the WEDUC app At least 90% or parents will attend parents' progress meetings At least 90% of disadvantaged families will attend parents' evenings Parents will be invited to attend a celebration event

	<ul style="list-style-type: none"> • Parents invited to a class assembly once per year • Regular visitors from religious places of worship to lead assemblies • Develop further links with the local community • PSA to organise and run events during the year • The school takes part in regular visits in the local community • Parent volunteers engaged to support learning 	<ul style="list-style-type: none"> • Parents will be invited to attend a celebration event • Parents invited to a class assembly once per year • Regular visitors from religious places of worship to lead assemblies • Develop further links with the local community • PSA to organise and run events during the year • The school takes part in regular visits in the local community • Parent volunteers engaged to support learning 	<ul style="list-style-type: none"> • Parents invited to a class assembly once per year • Regular visitors from religious places of worship to lead assemblies • Develop further links with the local community • PSA to organise events during the year • The school takes part in regular visits in the local community • Parent volunteers engaged to support learning
13. British Values	<ul style="list-style-type: none"> • Job centre – pupils to have responsibilities around school • British Values and SMSC integrated into all curriculum areas. • At least 1 whole school display on British Values 	<ul style="list-style-type: none"> • Job centre – pupils to have responsibilities around school • Look at use of Picture News in year group assemblies – weekly British Value • British Values and SMSC integrated into all curriculum areas. • At least 1 whole school display on British Values 	<ul style="list-style-type: none"> • Job centre – pupils to have responsibilities around school • Use of Picture News in year group assemblies – weekly British Value • British Values and SMSC integrated into all curriculum areas. • At least 1 whole school display on British Values
14. Staff CPD	<ul style="list-style-type: none"> • Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD 	<ul style="list-style-type: none"> • Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD 	<ul style="list-style-type: none"> • Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD

Review of Priorities for 2024/25

What did we want to improve?	What did success look like and what was its impact?	Next Steps?
<p>Priority 1</p> <p>Improving writing outcomes (address gender gap - boys lower levels in Years 1-6)</p>	<ul style="list-style-type: none"> Weekly spelling lessons and tests linked to handwriting have been introduced. Spelling announced as strong by Year 6 external writing moderators Summer 25. Small improvement in narrowing the gap in some year groups with boy's writing (EYFS, Year 2) – no clear gender gap reduction pattern emerging. Boy friendly texts now used across the school for writing (more to be introduced for reading), boys favour these – pupil voice Sentence structure continues to improve with use of Rainbow Grammar – as evidenced in work scrutiny Writing collaboration introduced – more peer work, choosing own work partners, lots of talk for writing, scaffolded writes, scaffolded vocabulary/planning etc. Boys more confident with work partners Focus on more daily writing but less sentences (more quality focus work) Boy's happier to edit (like purple editing pen and more used to write a line, miss a line to edit) – pupil voice Boys' favour peer feedback and happier to share work with cohort – pupil voice 	<p>Continue to see if gap narrows, next steps to mirror this approach with more diverse and boy friendly reading texts to be introduced.</p> <p>AI to be used to support writing curriculum (see core plan 25/26 priority 1 and 2)</p>
<p>Priority 2</p> <p>Developing vertical, horizontal and diagonal retrieval to improve long term memory across the curriculum and raise Greater Depth standard.</p>	<ul style="list-style-type: none"> All horizontal, vertical and diagonal links planned and used in retrieval (across year, across subjects and year and subjects) in appropriate subjects daily. High quality Knowledge Organisers used to challenge and embed knowledge into pupil's long-term memory. Teachers developed and are using Interconnected curriculum sheets to teach vertical, horizontal and diagonal links with retrieval to link schema and build web of knowledge Peer Review clearly saw interconnected curriculum being taught effectively across the curriculum 	<p>Continue to implement our interconnected curriculum across the school to raise attainment across the curriculum of knowledge and skills, GDS understanding, vocabulary knowledge and to raise standards of our pupil's long-term memory, as we enable more links between subjects to create a web of knowledge to support memory and retrieval.</p>

	<ul style="list-style-type: none"> • Pupil voice – able to retrieve links across curriculum more and more. • To use Knowledge Organisers and Inter connected curriculum sheets to retain key information linked to long term memory recall. • Pupils Improved motivation and desire to succeed and challenge themselves. 	
<p>Priority 3</p> <p>To develop AI to improve pupil outcomes and staff wellbeing.</p>	<ul style="list-style-type: none"> • Introduced staff to different AI programmes (SLT AI and Teach Mate) • Started to introduce use of AI as a tool to inspire children. • Implemented AI to reduce teacher workload where it can be supported by AI (planning, assemblies, reports, letters, risk assessments, policies, quizzes to support retrieval etc) – more staff using in daily practice including report writing. • Provided ongoing support and training for teachers in AI • Wrote AI policy and discussions had around GDPR • Monitored the impact of AI on teacher workload and well being • Researched and selected appropriate AI tools to invest in • Piloted AI tools in classroom and gathered feedback 	<p>Further introduce AI as a teaching tool to support lessons to reduce workload for teachers but to improve quality of lessons for pupils. Introduce Air-Ed writing AI tool to support teaching and learning of writing and further embed TeachMate.</p>

Headline Results July 2025

EYFS and Key Stage One		Below NA	Approx at NA	Above NA
Good Level of Development	School	Difference from previous year (+/-)	National (when available)	Difference to Nat (+/-)
	75.5%	+3%	68.3%	+7.2%
Phonics screening y1	School	Difference from previous year (+/-)	National (when available)	Difference (+/-)
	85.2%	+0.2%	79.9%	+5.3%

KS2 ** data to add once available and national to update as becomes more accurate

KS2 SATs Reading		School	Difference from previous year (+/-)	National (when available)	Difference to Nat(+/-)	Av scaled score	Difference from previous year (+/-)
	EXP and ab	86.5%	+11%	75.1%	+11.4%	107.6	+2.6
	Greater depth	42%	+14.6%	33.4%	+8.5%		
KS2 SATs Writing		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
	EXP and ab	73%	-8%	72.3%	+0.7%	N/A	N/A
	Greater depth	7%	-9%	12.8%	-6%		
KS2 SATs Maths		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
	EXP and ab	80%	-4%	74.1%	+5.6%	106.6	+1.6
	Greater depth	38%	+14.7%	26.3%	+11.5%		
KS2 SATs GAPS		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
	EXP and ab	88%	+8%	72.6%	+15%	107.6	+1.6
	Greater depth	38%	+4%	29.6%	+8.2%		
KS2 SATs Combined		School	Difference from previous year (+/-)	National (when available)	Difference (+/-)		
	EXP and ab	64%	-2%	62.2%	+1.3%		
	Greater depth	5.4%	-4.6%	8.4%	-3%		

Key Priorities for 2025/26



Implementation Plan / Logic Model



Priority 1	Priority 1 – To raise standards in writing across the school, we will prioritise high-quality writing lessons supported by the strategic integration of AI tools, specifically TeachMate AI and Air-Ed. TeachMate AI introduced to reduce teacher workload by generating targeted lesson plans, interactive resources, and differentiated worksheets, allowing staff to devote more time to focused pupil engagement and writing development, as well as to motivate pupils. Meanwhile, Air-Ed will provide detailed and objective writing analysis aligned to TAFs/National Curriculum objectives, supporting teachers with accurate marking, individualised feedback, and reliable moderation. This tool will also empower pupils to reflect on their strengths and areas for development, take greater ownership of their progress, and to become more independent writers. By embedding AI in daily practice, teaching will become more personalised, assessment more consistent, and progress in writing more visible across individuals and cohorts over time.	Leader(s)	RW, FV, AW, KW, FV
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Start Date:	August 2025	Mid-Review:	February 2026	Evaluation Date:	July 2026
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:

<p>Enhanced Teaching Efficiency</p> <p>To improve efficiency and elevate the quality of writing instruction, we will use AI tools to support teachers with planning and resource creation. AI-assisted lesson planning will enable staff to rapidly generate structured, differentiated/adapted lessons tailored to specific learning objectives, with suggestions for age-appropriate resources and activities.</p> <p>In writing, this includes automated generation of reading comprehensions, modelled examples with explicit focus on grammar, vocabulary, genre-specific features, and non-negotiables. Through resource creation, teachers can build engaging presentations, quizzes and worksheets that align with curriculum expectations and embed multimedia elements to enrich pupil understanding. There will be a revamp of some writing planning to further support writing progression. Smart content recommendations will further enhance teaching, allowing AI to propose supplementary materials—including articles, videos and interactive exercises—tailored to pupils' individual needs and writing targets.</p> <p>Critically, the use of <i>Air-Ed</i> will provide teachers with high-quality, objective writing analysis based on TAFs/National Curriculum writing criteria, supporting informed lesson planning and ensuring all elements of writing are addressed systematically. By enabling teachers to identify specific patterns, misconceptions, and areas of progress, <i>Air-Ed</i> will sharpen instructional focus and better target teaching where it's needed most.</p>	<p>Improved Pupil Outcomes</p> <p>Embedding AI into daily teaching practice will directly support and strengthen pupil outcomes in writing across the school.</p> <p>By reducing teacher workload and enabling more targeted, high-impact instruction, pupils will benefit from well-structured, engaging lessons tailored to their learning profiles.</p> <p><i>Air-Ed's</i> personalised feedback will help pupils understand their progress in real time, recognise strengths, and identify clear, meaningful targets for improvement.</p> <p>Through adaptive assessment and tailored recommendations, pupils will experience writing instruction that responds dynamically to their needs, fostering greater independence, motivation and ownership. The platform's ongoing analysis of individual and whole-class data will support staff in addressing gaps in attainment, enabling responsive interventions and ensuring that pupils consistently meet—and exceed—age-related expectations.</p> <p>The result will be a more confident, capable cohort of writers equipped with the strategies and support to thrive.</p>	<p>Provide Training & Support</p> <ul style="list-style-type: none"> • Organise further professional development sessions for teachers to familiarise them with AI tools and best practices. • Offer hands-on CPD sessions where teacher can explore AI-powered lesson planning, and classroom engagement strategies. <p>Pilot AI in a Few Classes</p> <ul style="list-style-type: none"> • Rollout in selected classrooms to test AI tools in real teaching environments. • Gather feedback from teachers and pupils to assess effectiveness, engagement levels, and any areas for improvement. • Adjust strategies based on observations before scaling up school-wide. <p>Implement AI School-Wide</p> <ul style="list-style-type: none"> • Gradually introduce AI across all classrooms while ensuring teachers feel confident and supported in its use. • Integrate AI into curriculum planning and school policies for long-term sustainability. • Encourage collaboration among teachers to share insights, best practices, and innovative uses of AI in teaching. <p>Monitor & Evaluate Success</p> <ul style="list-style-type: none"> • Establish key performance indicators (KPIs) such as improved teaching efficiency and pupil interest. • Regularly assess how AI tools are performing through feedback sessions and attainment levels.
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Priority 1	<p>Priority 1 –</p> <p>To raise standards in writing across the school, we will prioritise high-quality writing lessons supported by the strategic integration of AI tools, specifically TeachMate AI and Air-Ed. TeachMate AI introduced to reduce teacher workload by generating targeted lesson plans, interactive resources, and differentiated worksheets, allowing staff to devote more time to focused pupil engagement and writing development, as well as to motivate pupils. Meanwhile, Air-Ed will provide detailed and objective writing analysis aligned to TAFs/National Curriculum objectives, supporting teachers with accurate marking, individualised feedback, and reliable moderation. This tool will also empower pupils to reflect on their strengths and areas for development, take greater ownership of their progress, and to become more independent writers. By embedding AI in daily practice, teaching will become more personalised, assessment more consistent, and progress in writing more visible across individuals and cohorts over time.</p>	Leader(s)	RW, FV, AW, KW, FV
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Start Date:	August 2025	Mid-Review:	February 2026	Evaluation Date:	July 2026
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What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
CPD training for staff with AI programmes	Tes Magazine AI Guidance	<p>Offers practical guidance from the DfE on how teachers can use generative AI safely, with a focus on formative assessment and improving face-to-face teaching time.</p> <p>This research briefing discusses how AI tools can assist with lesson planning, marking, and writing assessment. It also addresses concerns around over-reliance and the need for training and infrastructure to ensure equitable access and effective use.</p> <p>Shares findings from schools and colleges that have begun integrating AI, noting that supportive infrastructure and staff agency are key to successful implementation.</p>	<p>Improved Writing Quality: Pupils produce writing that is more accurate, coherent, and engaging, with stronger control over grammar, vocabulary, genre conventions, and structure.</p> <p>Greater Independence and Ownership: Regular personalised feedback from <i>Air-Ed</i> builds pupil confidence in self-assessing their work and making purposeful edits and improvements.</p> <p>Enhanced Writing Progress: Tracking tools help pupils clearly understand their growth over time across key writing domains (composition, transcription, grammar), ensuring sustained progress.</p>
Pilot AI to support teaching and marking to raise attainment, especially in writing.	Using Digital Technology to Improve Learning – EEF Guidance Report		
Improve pupil engagement in lessons using AI through detailed feedback and next step targets.	https://www.researchgate.net/profile/Hind-		
Reduce staff workload using AI and tweak writing planning to support further progression of skills	EEF staff workload reduction		
Improve quality of texts and teaching using AI to pinpoint targets	Insights from Early Adopters of AI in Schools – GOV.UK		

Priority 1	Priority 1 – To raise standards in writing across the school, we will prioritise high-quality writing lessons supported by the strategic integration of AI tools, specifically TeachMate AI and Air-Ed. TeachMate AI introduced to reduce teacher workload by generating targeted lesson plans, interactive resources, and differentiated worksheets, allowing staff to devote more time to focused pupil engagement and writing development, as well as to motivate pupils. Meanwhile, Air-Ed will provide detailed and objective writing analysis aligned to TAFs/National Curriculum objectives, supporting teachers with accurate marking, individualised feedback, and reliable moderation. This tool will also empower pupils to reflect on their strengths and areas for development, take greater ownership of their progress, and to become more independent writers. By embedding AI in daily practice, teaching will become more personalised, assessment more consistent, and progress in writing more visible across individuals and cohorts over time.	Leader(s)	RW, FV, AW, KW, FV
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Start Date:	August 2025	Mid-Review:	February 2026	Evaluation Date:	July 2026
Use supplementary materials suggested by AI to engage children.				<p>Sharper Target Awareness: Pupils are able to articulate individual writing targets and understand specific areas for development.</p> <p>Broader Vocabulary and Language Use: Pupils engage with modelled writing and tailored resources that expand their expressive range and stylistic control.</p> <p>Engagement with Feedback: Pupils actively use detailed feedback to improve their work.</p>	

Activity	TeachMate AI and Air -Ed	Time for planning	Staff meeting time	Sticker machines
Cost	£1500 Trust funded	Cover cost		£500

Priority 2	Develop 'Reading for Pleasure' to improve support fluency, comprehension, vocabulary and exposure to a wider range of genres.	Leader(s)	Emma Connolly (support KW, FV, RW)
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Start Date:	August 2025	Mid-Review:	February 2026	Evaluation Date:	July 2026
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils	Attainment:

Priority 2	Develop 'Reading for Pleasure' to improve support fluency, comprehension, vocabulary and exposure to a wider range of genres.	Leader(s)	Emma Connolly (support KW, FV, RW)
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Start Date:	August 2025	Mid-Review:	February 2026	Evaluation Date:	July 2026
Develop a Whole-School Reading Culture to support Reading for Pleasure: <ul style="list-style-type: none"> Revamp daily 'story time' with a diverse selection of books, including more poetry and non-fiction. Re organise and use vibrant reading area/book corner with in classrooms to support a love of reading for pupils and staff. Staff CPD around the latest children's literature; ensuring a diverse range of literature is read in school. <ul style="list-style-type: none"> Revise Whole Class Reading: <ul style="list-style-type: none"> Use more diverse/varied texts to support varied reading levels. Focus on comprehension strategies, including prediction, inference, and summarising. Encourage pupil-led discussions to develop critical thinking. Introduce more poetry and non-fiction into WCR Change sample questions for WCR to support SATs further. Pilot different reading scheme ideas to decide on KS2 approach and introduce across the phase. Utilise AI & Digital Tools for Reading Improvement: <ul style="list-style-type: none"> Use AI-powered reading platforms for personalised learning and instant feedback to support Reading for Pleasure. 		Enhance Home-School Reading Partnerships: <ul style="list-style-type: none"> Provide guidance and resources for parents to support pupils reading at home. Revamp logs for tracking progress between pupil and home. Organise family reading sessions/book clubs. Organise author visits and reading events to inspire pupils and further develop the pleasure of reading. Pupils exposed to a greater variety of texts Improved school library to entice children to support their pleasure for reading More time devoted to reading in school. 		<p>Increased pupil enthusiasm and engagement with reading.</p> <p>Increased access and enjoyment of a variety of genre.</p> <p>Improved fluency and comprehension in formal assessments.</p> <p>Strengthened home-school collaboration in supporting English development.</p> <p>WCR linked more closely to SATS style questions</p> <p>Staff awareness of children's literature improved</p> <p>Writing plans tweaked where appropriate to improve progression of skills.</p>	

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
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<p>1. Revamp Daily Story Time</p> <p>Action: Introduce a diverse selection of texts including poetry, non-fiction, and culturally representative stories</p>	<p>Reading aloud fosters vocabulary development, empathy, and engagement.</p> <p>Exposure to varied genres increases motivation and comprehension.</p>	<p>Create a curated reading calendar with genre rotation. Staff training on expressive reading and discussion prompts. Invite pupils to vote on books to increase ownership.</p>	<ul style="list-style-type: none"> • Improved vocabulary acquisition through exposure to varied genres and regular read-alouds. • Enhanced comprehension skills, especially in inference, summarising, and prediction strategies. • Increased reading fluency and stamina from consistent whole-class and independent reading opportunities. • Greater enjoyment and confidence in reading, leading to higher self-efficacy. • Broadened worldview via culturally representative texts and inclusive literature. • Deepened empathy through stories that reflect diverse experiences and identities. • Increased engagement with non-fiction texts supports knowledge-building across the curriculum. • Accelerated progression in reading levels due to tailored KS2 schemes and targeted interventions. • Clearer learning trajectory through assessment-informed pilots and pupil voice feedback. • Evidence of impact observable in written responses, verbal articulation, and engagement metrics.
<p>2. Transform Reading Spaces</p> <p>Action: Reorganise classroom reading corners to be vibrant, accessible, and inclusive.</p>	<p>Social reading environments promote informal book talk and increase reading frequency.</p>	<p>Involve pupils in designing reading areas. Rotate book stock monthly to include “texts that tempt”. Include staff picks and pupil recommendations</p>	
<p>3. CPD on Children’s Literature</p> <p>Action: Deliver regular CPD sessions on contemporary and diverse children’s literature.</p>	<p>Teacher knowledge of children’s literature is a key driver of Reading for Pleasure.</p>	<p>Partner with local libraries or publishers for CPD. Create a staff reading group to share insights. Maintain a living document of recommended texts. Develop a WCR proforma framework with strategy focus. Train staff on dialogic teaching and questioning techniques. Introduce more poetry and non-fiction.</p>	
<p>4. Revamp Whole Class Reading (WCR)</p> <p>Action: Use varied texts, embed comprehension strategies, and encourage pupil-led discussion.</p>	<p>Comprehension strategies like inference and summarising improve reading outcomes.</p> <p>Pupil-led discussion builds critical thinking and engagement.</p>		

Priority 2	Develop 'Reading for Pleasure' to improve support fluency, comprehension, vocabulary and exposure to a wider range of genres.	Leader(s)	Emma Connolly (support KW, FV, RW)
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Start Date:	August 2025	Mid-Review:	February 2026	Evaluation Date:	July 2026
5. Pilot Reading Schemes in KS2 Action: Trial different schemes to find the best fit for your cohort. 7. Enhance Home-School Reading Partnerships Action: Strengthen collaboration with families to support reading at home.	Tailored schemes support progression and engagement across reading levels Home-school reading partnerships improve literacy, empathy, and wellbeing.	Select pilot classes and monitor impact via pupil voice and assessment. Pilot schemed based of EC research with trust schools Use platforms like Scholarcy or Litmaps for comprehension and vocabulary support. Provide parent workshops and reading guides. Launch family book clubs and author events.			

Activity	Time in staff meetings	Time out of classroom for staff	Monitoring	CPD – Reading Course	Texts
Cost			£300	£150	£2000

Key Priorities for 2025/6



Implementation Plan / Logic Model



Priority 3	To implement the latest Ofsted Framework by aligning leadership and governance with the revised evaluation areas, adopting the new report card format to provide transparent, multi-dimensional insights into pupil progress, and refining our curriculum intent to ensure it is sequenced, inclusive, and responsive to local context. Ensuring strong provision for disadvantaged and SEND pupils, while enhancing wellbeing and personal development tracking, and preparing staff through targeted CPD and toolkit-based audits. Strategic planning should focus on readiness for the new five point grading scale that replaces single-word judgements.	Leader(s)	HT, SLT, Governors and staff
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Start Date:	September 2025	Mid-Review:	February 2026	Evaluation Date:	July 2026
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers	Pupils:	Attainment:
Ofsted Framework changes	Support high standards in all areas	Continue to support attainment in all areas

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
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<p>Leadership & Governance Alignment</p> <p>Report Card Integration</p> <p>Curriculum Refinement</p> <p>SEND & Disadvantaged Provision</p> <p>Wellbeing & Personal Development</p> <p>Staff CPD & Audit Readiness</p> <p>Strategic Planning for Grading Scale</p>	<p>Ofsted Review September 2025</p>	<p>Conduct self-evaluation using the revised Ofsted toolkit.</p> <p>Establish a governance review cycle linked to the new framework</p> <p><i>Pilot the new report card</i> format with a sample cohort to refine data collection and narrative reporting.</p> <p>Move to <i>report card style</i> to inform pupil progress meetings and parental engagement strategies.</p> <p>Audit curriculum sequencing and inclusivity using Ofsted's updated inspection materials.</p> <p>Embed <i>local context</i> through community-linked themes and culturally relevant texts.</p> <p>Map curriculum intent to the <i>new 5-point grading scale</i> to ensure clarity of impact.</p> <p>Use toolkit-based audits to identify if any gaps in provision and/or tracking of progress for vulnerable groups.</p> <p>Strengthen targeted interventions and monitor their effectiveness through pupil-level data.</p> <p>Align enrichment activities with <i>personal development</i> categories in the new framework.</p> <p>Plan adapted peer reviews to build confidence and consistency.</p> <p>Embed the 5-point grading scale into school improvement documentation and monitoring.</p> <p>Use exemplar case studies to model what 'strong' and 'exemplary' practice looks like.</p>	<ul style="list-style-type: none"> • Retention of subject knowledge. • Mapping curriculum intent to the 5-point scale helps pupils set clear learning goals and self-monitor progress. • Targeted interventions tracked via pupil-level data accelerate outcomes for disadvantaged and SEND pupils. • Toolkit-based audits uncover gaps in provision, ensuring equitable access and support for all learners. • Piloting report cards refines formative feedback and informs meaningful progress discussions. • Narrative-style reporting boosts pupil engagement by highlighting strengths and next steps in a holistic way. • Embedding local context and diverse texts fosters belonging, relevance, and comprehension. • Enrichment activities build character, resilience, and personal development aligned to the framework. • Adapted peer reviews cultivate confidence, teamwork, and constructive feedback skills in pupils.
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Activity	Time for CPD	Insights to track vulnerable groups		
Cost	Cover costs	£3000		

Staff Professional Development Plan (CPD)

<u>Whole school priority link</u>	<u>What</u> needs to be achieved?	<u>How</u> (training, by whom?)	<u>What</u> will success look like and what will be its <u>impact</u> ?	<u>Cost (if applicable)</u>	<u>Who</u> will monitor its impact and to <u>whom</u> will this be reported to?
Priority 1	AI training	RW, FV, AS, KW	Increased knowledge of AI	Cover costs	RW, FV
Priority 2	Reading course – external SLT reading meetings Library revamp WCR revamp Book corner revamp New texts	EC Roade Hub FV trialling new WCR	Increased knowledge and resources	Course Cover Texts Library	RW, KW, FV, (IO/HR on return from MAT leave)
Priority 3	Ofsted framework training	Ofsted SLT Tes	GH following latest Ofsted framework review		RW, SLT, Governors, SMT
Other headline CPD	RP – SEND and Pastoral training Little Wandle phonics and early reading for new staff CPD or new to Key Stage 1. Safeguarding, Prevent, other mandatory training KCSIE update) PSHCE changes (new consultation) Writing App training Air-Ed and Teachmate AI. Spelling curriculum Non-negotiables writing and maths Makaton training	Where applicable	RP supported in her new role Strong phonics and early reading Updated safeguarding Updated schemes, improved outcomes Support for pupils and staff PSHE Increased spelling knowledge Non negotiables for maths and writing reinforced on basic skills eg, number facts and full stops		SMT and DSL/DDSLs SLT Governors Leaders

Governance Review, Development and Monitoring Plans

GOVERNORS ACTION PLAN 2025-2026

1. ISSUE FOR ACTION – MONITORING VISITS

Intention

Governor visits to monitor and evaluate agreed subjects including the school's core priorities of aspects of reading and writing. Other subject areas we would like to focus on are mathematics and history. Visits will also be made to monitor Safeguarding, Health and Safety, SEND, EYFS and Mental Health and Wellbeing awareness. Some of these visits will be full monitoring visits whilst others will be with governors to meet just with representative leaders as short informal check-ins.

Implementation

Arrange with the head teacher an agreed termly programme of governor visits to gain knowledge and understanding of curriculum subjects and aspects of the school. Look at evidence of progress.

Questions asked to curriculum leaders and aspect leaders are planned to be reviewed. Governors feel many present questions are not relevant and repetitive. CS/Jon S will work on suggested alternatives. It was also agreed that questions could incorporate equality, diversity and opportunity.

Who: This will be led by Caroline Smith in conjunction with Jon Sutcliffe and other volunteer governors.

<p><u>Impact</u></p> <p>Increased governor knowledge of curriculum subjects and aspects of the school. Build relationships and trust with pupils and staff and understand challenges. Increased knowledge of strengths and areas of challenge</p>	<p><u>Monitoring and evaluation</u></p> <p>Reports from visits including discussions with appropriate teacher leaders.</p>
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2. ISSUE FOR ACTION – FINANCE

Intention

Increase governor knowledge and understanding of school finances. Ensure we are informed and comfortable with budget decisions. Ensure we are able to question and challenge as and when appropriate.

Implementation

One or two governors to meet twice a year with the Business Manager to increase their knowledge of the budget and school finance.

Governors agree that the school financial situation is a key priority this year. Governors would like to explore the situation regarding a possible additional income stream (including lettings) in order to gain further financial revenue.

Who: This will be led by Alison Johnson as Finance Governor

<p><u>Impact</u></p> <p>Increased knowledge of governors of the finances of the school.</p>	<p><u>Monitoring and evaluation</u></p> <p>Discussions in full governors meetings re school finance.</p>
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3. ISSUE FOR ACTION – PARENT ENGAGEMENT & WIDER COMMUNITY

Intention

Looking at parental engagement on two levels – firstly with us as an LGB and secondly with the school. Looking at the school's engagement with the wider community.

Implementation

Continue to promote governor involvement at events eg. parents' evenings, induction evenings, award ceremonies, school plays, Book Fairs etc.

Some governors will attend parents' evenings. This will present opportunities for parents to informally chat to governors about their roles and responsibilities.

The Chair of Governors will send an annual report newsletter to parents highlighting the governor's work and achievements in the academic year.

Governors expressed a wish to involve more parents in school to help with reading or any other agreed activities. This of course needs to be discussed with the SLT.

Who: this will be led by Diana Tse

<u>Impact</u>	<u>Monitoring and evaluation</u>
<p>Developments in governor links to the community and continued governor involvement in school events.</p> <p>Increased governor involvement in school events and links with PSA activities.</p> <p>The school is viewed as the hub of the local community.</p> <p>Ensuring parents feel engaged with their child's learning.</p>	<p>Discussion in governor meetings.</p>

4. ISSUE FOR ACTION - TRAINING

Intention

To extend the range of training for all governors especially online.

To ensure we're using training effectively and it is tailored to specific roles within the LGB.

Implementation

Encourage all governors to complete the annual safeguarding training plus other chosen areas of online governor training.

Governors would appreciate more help and direction from the SLT and The Trust on the most useful and relevant types of training.

Governors to be invited to any in-house training that is deemed relevant to their role.

Who: This will be led by Amy Smith.

<p><u>Implementation</u></p> <p>All governors completed the suggested training.</p>	<p><u>Monitoring and evaluation</u></p> <p>Termly reports and feedback from training.</p>
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5. ISSUE FOR ACTION - WELLBEING

Intention

To understand the mental health support for pupils provided, including online safety education.

To understand and evaluate the wellbeing of staff and staff workload (to include the Headteacher workload).

To understand the use of AI across the school and where this can reduce workload effectively.

Implementation

Governors meet with the school leader and head teacher twice a year. Governors support mental health for pupils including on-line safety. Governors to understand the well-being of staff and staff workload.

A particular focus this year will be the well-being and workload of the head teacher.

Who: This will be led by Rebecca Dempsey

<u>Impact</u>	<u>Monitoring and evaluation</u>
Governors being aware of mental health issues across the school and evaluating the impact of the schools' actions.	Feedback from staff and governors in termly meetings.