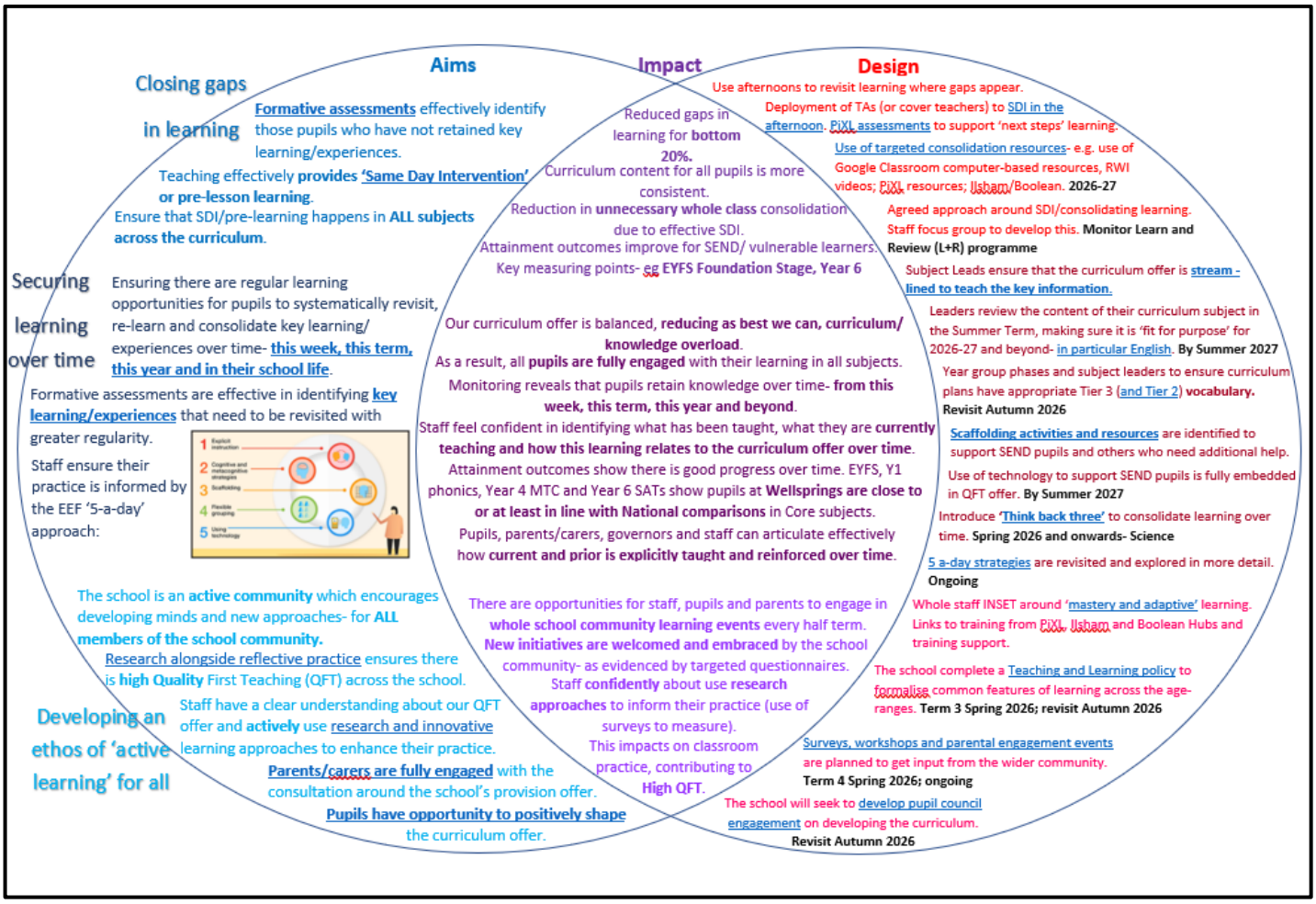
Wellsprings Primary School

School Development Plan

Overarching SDP in response to the most recent OfSTED (December 2024)- currently 'ongoing'.



Key actions specific to 2026-27 school priorities.

What is going well?	What areas do we need to prioritise?
We have a broad, well-embedded curriculum that is unique to our school, built by the SLT and subjects leads. We have streamlined this curriculum to meet the needs of pupils, and importantly, balanced priorities of our curriculum. SEND and other vulnerable learners, do relatively well compared to national comparisons. Staff know their pupils well; effective inclusion is a strong feature of the school and is led well by the Inclusion team. EYFS practice is another strength of the school, and early years practice into KS1 is very consistent. Leaders have clearly defined roles and support the strategic development of the school including monitoring arrangements. The SLT are experienced and provide a clear steer for all staff. There is evidence of positive leadership is evident at all areas of the school community, including notably in the learners. There are relatively low proportions of suspensions over the last three years. On the whole, behavior is good and the pupils demonstrate positive learning approaches. From monitoring (6x a year), pupils show they retain their learning generally very well. Attendance rates were below National averages prior to 2024-25. 2024-25 outcomes were 'close to' and above many 'similar schools'. In 2025-26, this dipped a bit, although we have seen an improvement in Autumn 2026 (currently at 96.1%). We have formative assessment procedures in place for core and non-core subjects.	Reading standards at the end of KS2 are low (using SATs outcomes); these need to be at least 'close to average' (National outcomes). Priority 1 We have an Oracy framework in place across the school, and we need to fully embed this across the school in 2026-27. Priority 2 We need to utilize Bromcom/PiXL to record our summative assessment data that supports our strategic monitoring of learning. Priority 3

DATA outcomes: • EYFS outcomes in Reception- GLD over the last 3 years • KS1 phonics outcomes over the last 3 years • Maths outcomes in Y6 over the last 3 years • Y6 GPS levels, although below NAT, will increase in 2026; spelling scores will also increase • MTC Year 4 outcomes have improved in 2026, significantly	To utilise AI effectively- in supporting administrative and curriculum developments while maintaining secure data protection practices. Priority 4

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
To further raise reading standards in KS2 to be **at least** 'close to average' (National outcomes).	To fully embed the Oracy framework we have across the whole of the school, and into all areas of learning.	To effectively systemise our summative assessment data to aid our monitoring and school improvement practices.	To utilise AI effectively- supporting administrative and curriculum developments while maintaining secure data protection practices.	

Priority	Evidence for priority	Key actions	Success criteria	Comment
1 Reading standards	IDSR 2026 EEF Improving Literacy in Key Stage 2 Guidance Report DfE National Curriculum Assessments Data Section The Reading Framework	<u>Effective teaching supports pupils to catch up rapidly</u> • Phonics- 1:1 tutoring system, pinny time and additional speed sounds for Year 1 • Reading- Fresh start • Rewards for home reads • -Daily reads for KS2 • More opportunities for Fluency and comprehension activities	Improved (or at least maintained where meeting NAT) outcomes at all statutory reading measures (R/Y1-2/Y6)	
		Ensure that structured, daily whole-class reading sessions focusing on explicit comprehension strategies are being undertaken (predicting, clarifying, summarizing, and inferring). Ensure there are structured questioning techniques (e.g., "no hands-up" rules, extended verbal reasoning) to force pupils to articulate their thoughts before writing. **Plan and support from Iisham English Hub- visit 04.11.26.**	All use consistent reading pedagogy; L+R monitoring demonstrate active engagement with the school's reading approach. Just over 2/3 of Year 6 pupils **(at least)** meet ARE (2027)	
		Fast-track progress for the lowest-attaining 20%, Pupil Premium (PP) students, and those with SEND. Continue to undertake our Pupil Progress Meetings NFER/optional SATs-style baseline data to identify specific missing skills. Continue to deploy diagnostic phonics catch-up interventions for any KS2 pupils with unresolved decoding gaps. Ensure that small-group blended literacy interventions (e.g., rapid comprehension or precision teaching) are being regularly undertaken. **Introduce an EXS/GDS higher ability intervention (Autumn 2026) targeting the vocabulary and complex inference skills.**	The attainment gap between disadvantaged (PP) students and their peers narrows by at least 15% year-on-year. More than 1/5 of pupils achieve GDS in Year 6 (2027)	

		Equip Year 6 pupils with the endurance and technical skills required to navigate the 60-minute reading test paper. Staff to teach time-management approaches- to spend no more than 15-18 minutes per text block. Opportunities to teach comprehension skills through modeled Reading sessions. Further embedded with once-a-week SAT-like reading assessments, building up independent stamina skills on a regular basis. Key approaches include Echo/Repeated/Performance Reading and Text marking skills. To trial 'low-stakes' reading assessments formal conditions to build stamina. **Ongoing from Spring/Summer 2026.**	Year 6 pupils demonstrate reduced test anxiety and show measurable progress in scaled scores across termly mock assessment points.	
		Revise the KS2 reading spine to incorporate text models that statistically engage boys at higher rates (e.g., high quality non-fiction, graphic novels with complex narratives and historical adventure) without diluting linguistic challenge. **Use of the Literacy Tree planning and resources.**	Boy's attainment in Y6 SATs to increase in 2027, to be at least 'close to' ARE	
		Increase overall independent reading mileage and parental support at home. **Parental workshops SEPT 2026**	Improved parental engagement.	
	Further training for staff around a whole school approach to teaching 'comprehension skills'	To seek additional support from external 'expert consultancy team'- PiXL or Ilsham Hub Reading support. Training (for all staff across the age range) around the key reading approaches that positively impact the pupils' reading comprehension skills. **Assessment and planning framework- visit date 04.11.26.**	Improved staff confidence in deploying effective reading strategies.	
2 Oracy framework	Further training for staff around a whole school approach to teaching 'oracy skills'. Targeted interventions for key pupils/group of pupils to support best practice 'oracy teaching'. Voice 21 Oracy Framework Guide	Deliver focused, workshops on our school Oracy framework to standardise physical, linguistic, cognitive, and social emotional speaking expectations across all phases. **Jeremy Handscomb, SEPT 2026 INSET on developing the Oracy Framework**	Learning walks/L+R monitoring confirm that effective oracy routines are embedded across both core and foundation subjects. Pupils can articulate their choices and ideas verbally in all subjects (from L+R interviews).	
		Vulnerable Cohort targeted to use structured oracy explicitly to support lower attaining boys who struggle to articulate high-level inference skills on paper, bridging the gap between verbal reasoning and written responses. **Pupils identified from October/November PiXL assessments 2026**		
		Establish termly high-profile debate days or presentation assemblies to elevate oral performance standards across the school community. **This would be linked to key focus events every half term.**		
3 Systemise Assessments	Bromcom Primary Assessment Tracking Support PiXL	Configure bespoke Bromcom Assessment Sheets tailored precisely to tracking progress towards EXS/GDS benchmarks, with built in segmentations for gender (including tracking boys) and prior attainment groups. **To develop our assessment data to ensure it is robust- utilise PiXL assessment materials and** analysis tools to pinpoint next-step support for our most vulnerable cohorts/groups- **October/November 2026.** **A continued focus in our Pupil Progress Meetings around Bromcom/PiXL analysis dashboards** identifying all vulnerable learner groups (gender, PP, SEND, EAL).	PPM meetings become more streamlined around key data; SLT able to more effectively identify key pupil progress.	
4 Effective use of AI	DfE Generative AI in Education Policy Paper	**Draft and pass a comprehensive School AI Use Policy** ensuring 100% compliance with GDPR guidelines. Train teaching staff on advanced prompt engineering to generate varied-tier reading texts, model answers, and	AI Safety Policy formally approved by the Governors. Training on secure prompt	

		complex inference question blocks tailored to high-attaining pupils.	structures completed by all staff. School-wide workload survey records a significant reduction in lesson preparation and admin hours (possible links to use of AI).	
		Introduce AI co-piloting for high-frequency admin tasks (e.g., initial drafting of parental newsletters, formulating initial risk assessments, and structuring basic school policies). **Training from Computeam October 2026 onwards.**		