



Powerstock CE VA Primary School

School Development Plan 2026 – 2027

‘Learning together to be the best that we can be.’

‘I am come that they might have life and they might have it more abundantly.’ John 10:10

Key Priorities

- To embed and sustain a distributed leadership structure that secures consistent, high-quality monitoring and improved pupil outcomes across Achievement, Confidence and Coherence.
- To ensure consistent, high-quality application of writing skills across the school, with a particular focus on the accurate and independent use of SPaG in pupils’ written outcomes.
- To secure pupils’ number sense and fluency across the school, ensuring that all pupils can apply secure foundational knowledge to support reasoning and problem-solving.

The next phase of school improvement is not the design of curriculum or systems, but the consistent and sustained implementation of these, ensuring that they have measurable impact on pupil outcomes over time.

Key priority	Rationale	Autumn Term Objectives: Evidence of Impact	Spring term Objectives: Evidence of Impact	Summer term Objectives: Evidence of impact	Evaluation
To embed and sustain a distributed leadership structure that secures consistent, high-quality monitoring and improved pupil outcomes across Achievement, Confidence and Coherence.	The leadership model introduced in 2025/26 was well designed and aligned to the school’s curriculum intent. Despite staffing disruption, leaders maintained rigorous monitoring and demonstrated the model’s resilience, with strongest impact where leadership was stable. For 2026/27, a more stable staffing structure provides the opportunity to embed the model fully, strengthen middle leadership capacity, and reduce reliance on the Headteacher. This will ensure consistent monitoring and sustained improvement in teaching and pupil outcomes across Achievement, Confidence and Coherence.	Roles and responsibilities clearly defined and understood - All leaders (Achievement, Confidence, Coherence, subject leads, SENCO) can articulate their role and its impact on pupil outcomes Leadership structure stabilised and implemented effectively - Leadership responsibilities (including SENCO and Achievement) redistributed and embedded from the start of the year Monitoring cycle fully re-established across all strands - Evidence from book looks, pupil voice and learning walks shows consistency across classes Leaders trained to evaluate, not describe - Monitoring records show clear evaluation linked to impact on pupils, not just compliance Alignment between monitoring and curriculum intent evident - Leaders demonstrate understanding of how Achievement, Confidence and Coherence interlink	Leaders independently lead monitoring within their strand - Reduced Headteacher dependency; middle leaders confidently lead and report on findings Consistency across strands improved - Evidence shows equal rigour in Achievement, Confidence and Coherence Monitoring leads to demonstrable changes in practice - Clear examples of teaching adaptation and curriculum refinement following monitoring SEND leadership embedded effectively (SENCO role) - PSGs, APDR cycles and Target Sheets demonstrate coherent and consistent SEND provision Improved pupil outcomes evident across the school - Internal data and PSGs show increased numbers of pupils making expected and accelerated progress	Leadership model fully embedded and sustainable - Leadership roles operate consistently without additional Headteacher intervention Monitoring is precise, efficient and impactful - Evidence shows clear links between monitoring, action, and improved pupil outcomes Leadership capacity strengthened across the school - All teachers demonstrate confidence in leading, evaluating and improving their strand Curriculum quality consistently high across subjects - Book looks and pupil voice confirm strong coherence, high expectations, and positive pupil experience Sustained improvement in pupil outcomes - End-of-year data shows continued improvement, particularly in writing and foundation subjects	- Leadership is fully distributed and sustainable, with minimal reliance on the Headteacher - Monitoring across Achievement, Confidence and Coherence is consistent, rigorous, and evaluative - Leaders demonstrate clear understanding of curriculum quality and impact - Teaching is more consistent as a result of effective leadership and monitoring - PSGs and internal data show increased proportions of pupils making accelerated progress - Outcomes at the end of KS2 show sustained improvement from previous years
		Costs: Continued leadership release time (½ day per week per teacher) SENCO training/support (if applicable)			
Person leading / responsible		Action(s) (including resource implications)			
HT, SLs, Link Govs.	Autumn Confirm and communicate leadership roles and responsibilities (Week 1) Provide targeted CPD on effective leadership and evaluation (Week 2–3) Re-establish full monitoring cycle across all strands (Week 2 onwards) SENCO handover and embedding (first half-term) Leadership check-ins with Headteacher (fortnightly)	Spring Middle leaders lead independent monitoring cycles (ongoing) Provide coaching and support to strengthen evaluation skills (Week 2 & 6) Review impact of SEND provision and refine APDR processes (Week 4) Evaluate consistency across strands and adjust where needed (ongoing)	Summer Conduct full review of leadership model and impact (Week 3) Analyse long-term impact on pupil outcomes (Week 4) Identify next steps for leadership development (Week 2) Plan refinements for 2027/28 SDP (Week 1)		

Key priority	Rationale	Autumn Term Objectives: Evidence of Impact	Spring term Objectives: Evidence of Impact	Summer term Objectives: Evidence of impact	Evaluation
To ensure consistent, high-quality application of writing skills across the school, with a particular focus on the accurate and independent use of SPaG in pupils' written outcomes.	A clear and well-sequenced writing curriculum is in place, supported by a consistent writing cycle and increasing pupil engagement. Monitoring in 2025/26 identified that, while SPaG is taught explicitly, it is not applied consistently or accurately in pupils' independent writing, and variation between classes remains. The next stage of development is to secure consistent implementation across the school, ensuring that writing expectations are clearly visible in pupil outcomes and lead to sustained improvements in attainment.	☑ Consistent SPaG expectations embedded across all classes Agreed half-termly SPaG focuses are evident in teaching and reflected in pupils' written work across all year groups ☑ Writing expectations clearly visible in Learning Journals Book looks show consistent use of the writing cycle, with pupils completing model–plan–write–edit–improve sequences ☑ Reduction in variability across classes Moderation and book looks identify fewer inconsistencies in expectations, presentation and outcomes between classes ☑ Monitoring identifies precise gaps in application Leaders identify specific patterns in SPaG errors and inconsistencies, informing targeted teaching responses	☑ Improved accuracy of SPaG in independent writing Pupils apply taught grammar and punctuation with increasing consistency, with fewer repeated errors ☑ Greater independence in writing outcomes Pupils demonstrate reduced reliance on scaffolds and increased ability to apply skills across different contexts ☑ Consistency secured across the school Moderation confirms alignment in expectations and outcomes across classes ☑ Monitoring leads to targeted improvement Evidence shows teachers adapting teaching to address identified gaps (e.g. revisiting specific SPaG concepts or refining modelling)	☑ Writing outcomes consistently reflect curriculum expectations SPaG is applied accurately and independently across a range of writing purposes and genres ☑ Sustained high-quality writing across all year groups Pupils write with fluency, control and appropriate tone for audience and purpose ☑ Minimal variation across classes Monitoring and moderation show consistent standards and expectations across the school ☑ Improved pupil outcomes in writing End-of-year data shows sustained improvement of pupils achieving ARE+, with outcomes broadly in line with school targets (approximately 75%+ ARE+ at KS2)	- Writing expectations are consistently embedded across all classes - Pupils apply SPaG accurately and independently in extended writing - Internal data and PSGs show a reduction in repeated SPaG errors over time - Monitoring is precise and leads directly to improved classroom practice - Learning Journals provide clear, progressive evidence of writing development - Outcomes show sustained improvement, building on 2025/26 outcomes (approximately 75% ARE+ at KS2), with a further increase in the proportion of pupils achieving ARE+ and greater consistency across cohorts and groups. Costs: Staff meeting time for moderation and CPD Release time for monitoring and coaching
Person leading / responsible	Action(s) (including resource implications)				
HT, SL, CTs and Link Gov.	Autumn Re-establish clear, non-negotiable expectations for SPaG and writing outcomes Provide CPD on ensuring transfer from SPaG teaching to independent writing Conduct baseline whole-school writing book look (Week 3), identifying patterns of strengths and gaps Model high-quality writing expectations through shared moderation materials		Spring Moderate writing across all classes to secure consistent expectations Provide targeted coaching where inconsistencies remain Refine teaching approaches to improve accuracy and independence (e.g. modelling, editing strategies) Review and strengthen editing and improving processes Share effective practice across staff		Summer Conduct final whole-school writing review and cross-school moderation Analyse impact on pupil outcomes (PSGs, internal and end-of-year data) Identify remaining gaps and priorities for 2027/28 Embed consistent expectations to secure smooth transition between year groups

Key priority	Rationale	Autumn Term Objectives: Evidence of Impact	Spring term Objectives: Evidence of Impact	Summer term Objectives: Evidence of impact	Evaluation
To secure pupils' number sense and fluency across the school, ensuring that all pupils can apply secure foundational knowledge to support reasoning and problem-solving.	A well-sequenced maths curriculum is in place, supported by the White Rose small steps progression and increasingly adaptive teaching. Monitoring in 2025/26 identified that, despite improved consistency in delivery, gaps in pupils' number sense - particularly in KS2 - continue to limit accuracy, fluency, and the ability to reason and apply mathematical understanding. The next stage of development is to systematically address these gaps, ensuring that number fluency is secure and consistently applied across all areas of mathematics.	Consistent approach to number fluency established across all classes Arithmetic starters are purposeful and responsive, revisiting key concepts and addressing identified gaps in prior learning Teachers accurately identify gaps in number understanding Book looks and pupil work show clear adaptation of teaching to revisit and secure foundational knowledge Improved consistency in the teaching of core number skills Evidence shows progression in calculation strategies and reinforcement of key number concepts across year groups Monitoring identifies precise gaps in fluency and understanding Leaders identify patterns (e.g. place value, number bonds, calculation errors) to inform targeted teaching	Improved fluency and accuracy in calculation Pupils demonstrate increased accuracy in arithmetic, with fewer repeated errors in core number skills Gaps in prior learning diminishing Evidence shows pupils securing previously insecure concepts, particularly in KS2 Increased pupil confidence when working with number Pupil voice reflects improved confidence and willingness to engage in arithmetic and problem-solving Teaching adapted in response to identified need Monitoring shows targeted intervention, revisiting of concepts, and refined modelling where gaps persist	Number fluency applied consistently in reasoning and problem-solving Pupils demonstrate secure use of number knowledge across a range of mathematical contexts Sustained consistency across classes Monitoring shows minimal variation in expectations, teaching approach, and pupil outcomes Significant reduction in foundational gaps Internal data and book looks show fewer pupils limited by weaknesses in basic number understanding Improved pupil outcomes in maths End-of-year data shows sustained improvement; pupils achieving ARE+, particularly in KS2, with outcomes broadly in line with school targets (approximately 75% ARE+)	- Number fluency is securely embedded across all classes - Pupils demonstrate accuracy, confidence and efficiency in core number skills - Internal assessment and PSGs show a reduction in errors linked to number fluency - Fewer pupils are below ARE due to weaknesses in foundational number knowledge - Monitoring is precise and leads directly to improved teaching and pupil understanding - Outcomes show sustained improvement, building on 2025/26 outcomes (approximately 75% ARE+ at KS2), with further improvement in the proportion of pupils achieving ARE+ and stronger performance in arithmetic and reasoning.
					Costs: Staff meeting time for CPD and moderation Release time for monitoring and coaching Maths hub engagement
Person leading / responsible	Action(s) (including resource implications)				
HT, SL and Link Gov.	Autumn Re-establish clear expectations for arithmetic starters and number fluency Provide CPD on identifying and addressing gaps in number sense Conduct baseline whole-school maths book look (focus on number fluency) Ensure consistent adaptation of White Rose materials to meet pupil need	Spring Target gaps in number knowledge through adapted teaching and focused support Moderate maths across classes to secure consistency of expectation Provide coaching where gaps in teaching or understanding are identified Review and refine use of arithmetic starters Share effective practice across staff	Summer Conduct final review of number fluency across the school Analyse impact on pupil outcomes (PSGs, internal and end-of-year data) Identify remaining gaps and next steps for 2027/28 Embed consistent approaches to ensure effective transition between year groups		