

| Problem | What we will change | Implementation activities | Implementation outcomes | Impact on children |
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| <p>Inconsistent Writing Quality: There is inconsistency in the quality of writing outcomes across year groups and subjects, indicating that not all pupils have a strong and consistent foundation in writing.</p> <p>Lack of Creativity in Planning: Current planning may not consistently foster a creative approach to writing, potentially limiting pupils' engagement and imaginative expression.</p> <p>Underutilisation of Spoken Language: Spoken language is not consistently leveraged as a tool to develop and enhance written outcomes.</p> <p>Missed Cross-Curricular Opportunities: English opportunities, particularly writing, are not fully integrated or explicitly identified across the wider curriculum, leading to fragmented application of writing skills.</p> <p>Limited Scaffolding for oracy: Children may lack consistent, explicit tools (like stem sentences) to support their oracy, vocabulary, and sentence construction, hindering their ability to articulate ideas effectively.</p> | <p>Planning Approach: Shift from a purely content-focused planning to one that prioritises creative writing outcomes and explicitly links spoken language development to written tasks.</p> <p>Teaching Methodology: Teachers will consistently model and teach the explicit use of stem sentences to scaffold writing for all pupils. There will be a greater emphasis on verbal rehearsal and discussion as a precursor to writing.</p> <p>Cross-Curricular Integration: All subject leaders will identify and embed specific writing opportunities within their curriculum, ensuring that writing skills are practiced and applied consistently across all subjects.</p> <p>Resource Availability: A school-wide bank of effective stem sentences will be developed and consistently utilised by both teachers and pupils.</p> <p>Assessment Focus: Assessment of writing will include specific consideration of creativity, the development from spoken language, and the application of taught structures like stem sentences.</p> | <p>Curriculum Review and Development: Conduct a comprehensive review of existing writing curriculum planning to identify areas for increased creativity and integration of spoken language. This will involve subject leaders and class teachers.</p> <p>Provide targeted CPD for all staff on strategies for integrating spoken language into writing planning and outcomes.</p> <p>Deliver CPD on developing and effectively using stem sentences across all subjects to support writing.</p> <p>Training on identifying and maximising English (writing) opportunities in non-English subjects.</p> <p>Planning Enhancement:</p> <ul style="list-style-type: none">Introduce new planning pro-formas or guidance that explicitly prompt for creative writing opportunities and the integration of spoken language.Ensure all planning highlights cross-curricular English opportunities. <p>📄 Resource Development: Create a bank of subject-specific and general stem sentences for children to use in their learning, making them readily accessible in classrooms.</p> <p>📄 Moderation and Feedback: Implement regular writing moderation sessions focused on assessing creativity, the impact of spoken language, and the effective use of stem sentences. Provide constructive feedback to teachers.</p> <p>📄 Pupil Engagement: Model and explicitly teach the use of stem sentences in lessons across the curriculum. Encourage children to articulate their ideas verbally before committing them to writing.</p> | <p>Short Term:</p> <ul style="list-style-type: none">Evidence in planning documents of explicit links between spoken language and written outcomes, and identified cross-curricular English opportunities.Teachers demonstrate increased confidence in modelling and teaching stem sentences during lesson observations.Pupil voice surveys indicate a growing understanding and use of stem sentences to aid writing.Initial book scrutinies show some evidence of more creative writing approaches and the application of stem sentences. <p>Medium Term:</p> <ul style="list-style-type: none">Consistent evidence in pupil books across all subjects of improved writing quality, characterized by stronger sentence construction, varied vocabulary, and clear organization.Lesson observations confirm that spoken language is consistently used as a preparatory step for written tasks, and that stem sentences are embedded in teaching practice.Analysis of pupil work demonstrates a measurable increase in the creativity and depth of written responses.Subject leaders can articulate how writing is explicitly taught and assessed within their respective subjects. <p>Long Term:</p> <ul style="list-style-type: none">Attainment data in writing shows sustained improvement across all cohorts, with a significant percentage of pupils achieving or exceeding age-related expectations.External reviews (e.g., Ofsted) commend the school's high-quality writing provision, highlighting the strong foundations, creativity, and cross-curricular application.Pupils confidently discuss their writing process, including how spoken language and stem sentences support their work.A culture of high expectations for writing is embedded across the entire school, with writing being a celebrated and integral part of all learning. | <p>Short Term:</p> <ul style="list-style-type: none">Pupils will demonstrate increased confidence in articulating their ideas verbally before writing.Children will begin to use a wider range of stem sentences to support their writing, leading to more structured and coherent sentences.Initial improvements in the creativity of written pieces, with children experimenting more with language and ideas.Pupils will start to recognise and engage with writing tasks in subjects beyond English. <p>Medium Term:</p> <ul style="list-style-type: none">Pupils will consistently apply a strong foundation in writing across all subjects, showing improved sentence structure, vocabulary, and organization.Children's written outcomes will show clear evidence of ideas developed through spoken language and creative thinking.Pupils will independently select and apply appropriate stem sentences to enhance their writing, demonstrating a deeper understanding of grammatical structures and academic language.Increased engagement and enjoyment in writing, as children see its relevance and application across the entire curriculum. <p>Long Term:</p> <ul style="list-style-type: none">All pupils will be confident, articulate, and creative writers, capable of expressing complex ideas effectively across a range of genres and subjects.Children will possess a robust foundation in writing that supports their learning across the entire curriculum and prepares them for future educational stages.Pupils will be able to seamlessly transition between spoken and written language, using oral rehearsal as a powerful tool for drafting and refining their written work.The school will foster a culture where high-quality writing is valued and consistently developed in every lesson, leading to sustained high standards in written communication. |

Priority 2 –To ensure consistent, high-quality, inclusive mathematics teaching across the whole school, by using resources and adapting appropriately, and providing pupils with ample opportunities to practice and apply their learning.

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| <p>Inconsistent application of pedagogical approaches in mathematics across year groups.</p> <p>Variations in the quality and effective use of mathematical resources and manipulatives.</p> <p>Some pupils demonstrating a lack of confidence or anxiety in mathematics, potentially hindering their progress.</p> <p>Insufficient opportunities for pupils to deeply practice and apply mathematical concepts in varied contexts, leading to superficial understanding.</p> <p>A drop in Multiplication Testing Check results even though Mastering Number is being used.</p> | <p>Conduct a comprehensive review of the current mathematics curriculum and teaching practices across all key stages, identifying areas for strengthening consistency and quality. This will involve subject leaders and class teachers.</p> <p>Provide targeted CPD for all staff on evidence-informed mathematics teaching strategies, drawing on recommendations from the EEF guidance report (e.g., effective use of manipulatives and representations, teaching problem-solving strategies, using assessment to build on prior knowledge) and Solent Maths Hub.</p> <p>Focus CPD on adaptive teaching techniques to ensure all pupils, including those with SEND and higher attainers, are appropriately challenged and supported.</p> <p>Training on identifying and addressing common misconceptions in mathematics.:</p> <p>Implement strategies to ensure consistent and purposeful use of manipulatives and representations across the school, ensuring pupils understand the links between the tools and the mathematical ideas they represent (EEF Recommendation 2).</p> <p>Develop a shared understanding and approach to using tasks and resources to challenge and support pupils' mathematics (EEF Recommendation 6).</p> <p>Integrate more problem-solving and reasoning tasks into daily mathematics lessons, providing explicit teaching of problem-solving strategies (EEF Recommendation 3).</p> <p>Ensure cross-curricular links are exploited to provide authentic opportunities for pupils to apply mathematical skills in other subjects.</p> <p>Analyse the use of formative assessment to identify pupils' existing knowledge and understanding, and to diagnose misconceptions, informing subsequent teaching (EEF Recommendation 1).</p> <p>Create an analysis map of children who are at risk of not achieving ARE from the results of SATS 2025.</p> <p>Develop consistent approaches to providing high-quality feedback that helps pupils understand their errors and make progress.</p> | <p>Mathematics subject leader to conduct a comprehensive review of the current mathematics curriculum (schemes of work, progression documents) and teaching practices across all key stages. This will involve reviewing lesson plans, observing lessons, and holding discussions with teachers to identify areas for strengthening consistency and quality.</p> <p>Deliver whole-staff training session led by the Mathematics subject leader, focusing on key recommendations from the EEF "Improving Mathematics in Key Stages 2 and 3" guidance report and Solent Hub. This will include effective use of manipulatives and representations (EEF Rec 2), and teaching problem-solving strategies (EEF Rec 3).</p> <p>Provide a series of practical CPD sessions, led by the Mathematics subject leader or HIAS, focusing on adaptive teaching techniques specific to mathematics. This will cover how to differentiate and personalise learning for all pupils, including those with SEND and higher attainers, ensuring appropriate challenge and support.</p> <p>Deliver staff meetings on explicit instruction, scaffolding, and flexible grouping techniques in mathematics. This will include modelling "I do, we do, you do" approaches for clear explanations and modelling, followed by guided and independent practice. Teachers will be expected to plan and trial these in their classrooms.</p> <p>Provide training during Teaching and Learning Coaching on anticipating common misconceptions in mathematics and using diagnostic assessment effectively to uncover them. Teachers will be equipped with strategies to address these misconceptions promptly and support children in overcoming them.</p> <p>Integrate more dedicated time for problem-solving and reasoning tasks into daily mathematics lessons. Teachers will explicitly teach problem-solving strategies and provide opportunities for pupils to apply their learning in varied contexts.</p> <p>Ensure the school's marking and feedback policy is applied consistently across all mathematics books. This includes increased use of specific feedback to ensure children clearly understand their next steps.</p> <p>.</p> | <p>Short Term:</p> <p>Evidence in planning documents of explicit links to EEF recommendations (e.g., use of specific manipulatives, problem-solving strategies).</p> <p>Teachers demonstrate increased confidence in using and adapting high-quality mathematics resources during lesson observations.</p> <p>Pupil voice surveys indicate a growing understanding of mathematical concepts and a positive attitude towards mathematics.</p> <p>Initial book scrutinies show some evidence of pupils applying new strategies and demonstrating deeper understanding.</p> <p>Medium Term:</p> <p>Consistent evidence in pupil books across all subjects of improved mathematical reasoning and problem-solving.</p> <p>Lesson observations confirm that evidence-informed teaching strategies are consistently embedded in practice across the school.</p> <p>Analysis of pupil work demonstrates a measurable increase in the depth of mathematical understanding and the ability to apply concepts.</p> <p>Subject leaders can articulate how mathematics is explicitly taught, practiced, and assessed within their respective key stages.</p> <p>Long Term:</p> <p>Attainment data in mathematics shows sustained improvement across all cohorts, with a significant percentage of pupils achieving or exceeding age-related expectations.</p> <p>External reviews commend the school's high-quality mathematics provision, highlighting the consistent teaching, conceptual understanding, and application of skills.</p> <p>Pupils confidently discuss their mathematical learning, including the strategies they use and how mathematics helps them understand the world.</p> <p>A culture of high expectations for mathematics is embedded across the entire school, with mathematics being a celebrated and integral part of all learning.</p> | <p>Short Term:</p> <p>Pupils will demonstrate increased engagement and confidence in mathematics lessons.</p> <p>Children will begin to use manipulatives and representations more effectively to support their understanding of new concepts.</p> <p>Initial improvements in pupils' ability to articulate their mathematical thinking and problem-solving strategies.</p> <p>Pupils will show a greater willingness to tackle challenging mathematical tasks.</p> <p>Medium Term:</p> <p>Pupils will consistently apply a wider range of mathematical strategies and concepts across different topics and subjects.</p> <p>Children's mathematical reasoning and problem-solving skills will show clear development and application.</p> <p>Pupils will demonstrate a deeper conceptual understanding of mathematical ideas, moving beyond rote learning.</p> <p>Increased enjoyment and reduced anxiety in mathematics, as children experience success and see the relevance of their learning.</p> <p>Long Term:</p> <p>All pupils will be confident, fluent, and resilient mathematicians, capable of applying their knowledge to complex problems and real-world situations.</p> <p>Children will possess a robust foundation in mathematics that supports their learning across the entire curriculum and prepares them for future educational stages and life.</p> <p>Pupil attainment data in mathematics will show sustained improvement across all cohorts, with a significant percentage of pupils achieving or exceeding age-related expectations.</p> <p>The school will foster a culture where high-quality mathematics is valued, consistently taught, and celebrated, leading to sustained high standards in mathematical proficiency.</p> |

Link documents –Staff meeting minutes, subject leader action plans and overviews, monitoring and impact grids, curriculum documents.

Priority 3: To embed a whole-school culture of inclusive practice through consistent and high-quality Ordinarily Available Provision (OAP) to meet the diverse needs of all pupils.

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| <p>Inconsistent understanding and application of Ordinarily Available Provision (OAP) across the school, leading to variations in support for pupils with SEND.</p> <p>Some pupils with SEND may not be fully included in mainstream classrooms, or their provision may not be sufficiently adapted to meet their individual needs, particularly School Action and School Action +.</p> <p>Lack of a shared language and consistent pedagogical approaches for supporting pupils with additional needs.</p> <p>Opportunities for pupils with SEND to develop independence and transfer learned skills across contexts may be limited.</p> | <p>Conduct whole-staff training on the principles of Ordinarily Available Provision (OAP) as outlined in the "Ordinarily Available Provision and SEND support" guidance, ensuring all staff understand what it means in practice for every pupil, every day.</p> <p>Utilise insights from "SEND Huh" (Myatt & Tomsett) to foster a culture where "the curriculum is the same, the pedagogy is different," promoting the idea that what is helpful for pupils with additional needs is helpful for every learner.</p> <p>Establish a common language and visual cues for inclusive practices across the school to strengthen relationships and a sense of belonging for all children and staff.</p> <p>Provide targeted CPD for all teachers on adaptive teaching strategies, focusing on how to differentiate and personalise learning effectively as highlighted in "SEND Huh" (e.g., "18 ways to differentiate and 9 ways to personalise").</p> <p>Train staff on pedagogical principles for OAP, including explicit vocabulary teaching, differentiated instruction, flexible groupings, and multi-sensory approaches, as detailed in the "HQIT OAP Teaching and Learning Programme – Crib Sheet"</p> <p>Ensure planning anticipates the needs of all pupils from the start, aiming for one really good plan rather than multiple individual plans.</p> <p>Emphasise the importance of "careful noticing" and ongoing diagnostic assessment to identify misconceptions and adapt teaching accordingly.</p> <p>Review and enhance learning space conditions to ensure they are genuinely positive and supportive for all pupils, incorporating visual aids and structured routines (e.g., "Now and Next," task boards, dual coding).</p> <p>Develop strategies for the meaningful deployment of support staff to enable genuine inclusion, ensuring pupils are sitting with, talking to, and working with their peers rather than being side-lined.</p> <p>Ensure resources and equipment (e.g., fidget toys, laptops) are ordinarily available and accessible without pupils needing to ask, promoting independence and reducing feelings of being "different".</p> <p>Increase parental involvement, ensuring support that creates an environment of care, compassion, and encouragement, contributing significantly to a child's sense of belonging.</p> <p>Actively seek and respond to pupil voice regarding what works for them, incorporating their perspectives on learning support and classroom conditions.</p> | <p>Deliver whole-staff training session led by the SENDCO and SLT on the core principles and practical applications of Ordinarily Available Provision (OAP), referencing the "Ordinarily Available Provision and SEND support" guidance. This will include interactive workshops on understanding different types of needs and corresponding OAP strategies.</p> <p>Establish discussion group time using "SEND Huh" by Myatt & Tomsett, focusing on key chapters related to "the curriculum is the same, the pedagogy is different" and the 5 Ps (Place, Peers, Purpose, Planning, Presume Competence).</p> <p>Through staff meetings and INSET days, collaboratively agree upon a common set of inclusive language and visual cues (e.g., "Now and Next" boards, visual timetables, clear success criteria) to be consistently used across all classrooms and shared areas. Display these prominently.</p> <p>Conduct an initial audit of current OAP practices and PINS across all classrooms using a standardised checklist, identifying strengths and areas for development. This will form a baseline for monitoring progress.</p> <p>Provide a series of practical CPD sessions, led by the SENDCO or HIAS, focusing on specific adaptive teaching strategies Sessions will include modelling, peer observation, and practical application.</p> <p>Deliver workshops on explicit vocabulary teaching, differentiated instruction techniques, flexible grouping strategies, and multi-sensory approaches, drawing directly from the "HQIT OAP Teaching and Learning Programme – Crib Sheet." Teachers will be expected to plan and trial these in their classrooms.</p> <p>Implement dedicated collaborative planning time for teachers and Teaching and Learning Coach to ensure that planning explicitly anticipates the needs of all students from the outset, moving towards a "one good plan" approach. SENDCO to provide guidance and support during these sessions as well.</p> <p>Provide training on effective "careful noticing" techniques and the use of formative and diagnostic assessments to identify misconceptions in real-time, enabling in-the-moment adaptations to teaching.</p> <p>Conduct a whole-school review of learning environments, led by the SENDCO, to ensure they are positive, supportive, and incorporate appropriate visual aids and structured routines. Develop an action plan for any necessary enhancements.</p> <p>Provide training for all support staff (TAs, LSAs) and class teachers on effective and meaningful deployment strategies to foster genuine inclusion, ensuring pupils with SEND work <i>with</i> their peers.</p> <p>Conduct an audit of all classroom resources and equipment to ensure they are ordinarily available and accessible to all pupils without needing to be requested, promoting independence.</p> | <p>Short Term:</p> <p>Evidence in staff training logs and feedback forms of increased understanding and confidence in implementing OAP and adaptive teaching strategies.</p> <p>Lesson observations show early signs of consistent application of OAP strategies across classrooms (e.g., use of visual supports, explicit vocabulary teaching).</p> <p>Pupil voice surveys indicate that pupils with SEND feel heard and that their individual needs are being addressed more effectively.</p> <p>Initial book scrutinies and planning documents show explicit consideration for the diverse needs of learners and planned adaptations.</p> <p>Medium Term:</p> <p>Consistent evidence in pupil books and work samples across all subjects of effective adaptations and support for pupils with SEND, leading to improved engagement and progress.</p> <p>Lesson observations confirm that adaptive teaching and OAP are embedded as standard practice across the school, with staff demonstrating skill in meeting a range of needs.</p> <p>Analysis of pupil progress data for SEND cohorts shows accelerated rates of progress and a narrowing of attainment gaps.</p> <p>SENDCO and subject leaders can articulate clear examples of how OAP is consistently applied and monitored across the school.</p> <p>Long Term:</p> <p>Attainment and progress data for pupils with SEND demonstrate sustained improvement, with a significant percentage achieving or exceeding their individual targets.</p> <p>Pupils with SEND confidently discuss their learning, their strengths, and how the school supports them to achieve their potential.</p> <p>The school's ethos reflects a deep-rooted commitment to inclusion, where every child is presumed competent and valued for their unique contributions.</p> | <p>Short Term:</p> <p>Pupils with SEND will report feeling more included and supported in their learning environment.</p> <p>Children will begin to experience more consistent and appropriate adaptations to teaching and resources in their daily lessons.</p> <p>Initial improvements in pupils' confidence to engage with learning tasks and articulate their needs.</p> <p>Pupil voice surveys will indicate a positive shift in attitudes towards school and learning for pupils with SEND.</p> <p>Medium Term:</p> <p>Pupils with SEND will consistently access and benefit from high-quality OAP demonstrating progress aligned with their individual targets.</p> <p>Children will show increased independence in applying learned skills and strategies across different subjects and contexts.</p> <p>Analysis of pupil work and progress data will show a measurable reduction in gaps for pupils with SEND, and an increase in their ability to transfer learning.</p> <p>Parents of pupils with SEND will report increased satisfaction with the level of communication and support from the school.</p> <p>Long Term:</p> <p>All pupils, including those with SEND, will thrive in an inclusive school environment where their diverse needs are met through consistently applied OAP.</p> <p>Pupils with SEND will demonstrate strong academic and personal progress, developing the skills and confidence necessary for future success.</p> <p>The school will be recognised for its exemplary inclusive practice, where every teacher is an "expert working on specific areas that children find hard"</p> <p>A deeply embedded culture of equity and high expectations for all learners will ensure that SEND provision is "built in, not bolted on".</p> |