



Sandy Lane Primary School Development Plan 2025-26

Quality of Education

Ofsted Framework Context

Curriculum Intent and Implementation: The school's curriculum intent is clearly defined and consistently embedded across all year groups. Teachers demonstrate a shared understanding of the curriculum and how it should be delivered, ensuring that sequences of lessons build knowledge progressively and coherently.

Pupil Outcomes and Equity: Pupils consistently achieve highly against curriculum expectations. Disadvantaged pupils and those with SEND make exceptional progress, demonstrating that all pupils are supported to reach their potential.

Reading Curriculum: The reading curriculum is rigorously planned and sequenced to develop pupils' fluency, confidence, and enjoyment. Pupils are able to apply reading skills across the curriculum and show increasing independence in comprehension and analysis.

Desired Outcome	Milestone/ Action	Impact/ RAG Rating	MS Ref	By
Pupils develop fluency and confidence in multiplication facts through consistent weekly practice and the further development of the Masters of Multiplication.	<ul style="list-style-type: none"> Embed "Masters of Multiplication" into weekly Maths sessions across KS1 and KS2; provide staff training and resources to support delivery. 	Staff confident delivering multiplication practice; pupils engaged and able to recall multiplication facts with increasing speed and accuracy.	QE1	MH
	<ul style="list-style-type: none"> Monitor pupils' progress using regular assessments and weekly multiplication challenges. 	Assessment data shows improvements in recall and accuracy; gaps identified and interventions put in place.	QE2	MH
	<ul style="list-style-type: none"> Celebrate achievements and motivate pupils through certificates presented in Celebration Assembly 	Pupils demonstrate positive attitudes to Maths; increased motivation and engagement in weekly sessions.	QE3	MH
	<ul style="list-style-type: none"> Gather feedback from staff and pupils to refine delivery and ensure consistency across year groups. 	Feedback shows effective implementation; adjustments made to improve engagement and outcomes; sustained fluency observed.	QE4	MH// FN
Reception and KS1 teachers receive high-quality support and professional development from The Maths Hub to	<ul style="list-style-type: none"> Work with The Maths Hub to deliver targeted CPD, coaching, and mentoring for Reception and KS1 teachers. 	Staff confident in applying new approaches; planning and delivery improved; early Maths progress monitored.	QE5	MH/ CS/ KC



improve teaching and learning looking at Mastering Number.	<ul style="list-style-type: none"> Implement strategies from Maths Hub training into daily Maths teaching, including structured approaches to number sense and reasoning. 	Evidence from lesson observations and planning shows consistent application; pupils engaged in structured and effective Maths sessions.	QE6	MH/ CS/ KC
	<ul style="list-style-type: none"> Monitor the impact of Maths Hub support on pupil outcomes, particularly in Reception and KS1. 	Data shows improved pupil outcomes in Maths; early identification of gaps; targeted support provided.	QE7	MH/ FN
	<ul style="list-style-type: none"> Gather feedback from staff, pupils, and Maths Hub advisors to refine practice and inform next steps. 	Feedback indicates improvements in teaching quality, pupil engagement, and attainment; adjustments made to sustain development.	QE8	MH / FN
Pupils develop consistent, accurate spelling and handwriting skills through structured approaches and a new whole school structure.	<ul style="list-style-type: none"> Implement new Spelling and Handwriting structures across all year groups; provide staff training and exemplars to support teaching. 	Pupils demonstrate improved spelling accuracy and handwriting consistency; staff confident in delivering programme.	QE9	CD
	<ul style="list-style-type: none"> Monitor progress through weekly spelling checks, writing samples, and handwriting reviews. 	Evidence of improvement in pupil writing and spelling outcomes; interventions in place for pupils needing additional support.	QE10	CD
	<ul style="list-style-type: none"> Gather feedback from staff and pupils to refine the approach and ensure engagement and consistency. 	Feedback shows effective implementation; pupils engaged and motivated; handwriting and spelling improvements sustained.	QE11	CD/FN
All pupils achieve clear, progressive end-of-year writing expectations, ensuring strong progression from EYFS to Year 6 using the introduction of Foundational skill progression documents.	<ul style="list-style-type: none"> Define and publish non-negotiable writing expectations for each year group, covering transcription (spelling/handwriting) and composition (sentence construction, grammar, vocabulary, purpose). 	Functional Writing Skills framework shared with staff, pupils, and parents; expectations understood and embedded.	QE12	SLT
	<ul style="list-style-type: none"> Integrate year group writing expectations into planning, teaching, and assessment. 	Lesson observations and book looks show consistency; assessment data evidences progression; gaps quickly identified.	QE13	SLT
	<ul style="list-style-type: none"> Monitor progress termly through writing assessments and moderation; provide targeted interventions for pupils below expectations. 	Writing outcomes show clear improvement year on year; children meet end-of-year writing milestones; sustained impact seen in wider curriculum writing.	QE14	SLT
Year 2 pupils build on the creativity, language development, and storytelling foundations of Drawing Club by progressing into Curious Quest, strengthening comprehension, vocabulary, and writing.	<ul style="list-style-type: none"> Embed Curious Quest as the follow-on programme from Drawing Club in Year 2; staff trained to deliver consistently. 	Clear progression from Drawing Club to Curious Quest evident; staff confident; pupils engaged in extended comprehension and writing tasks.	QE15	CS/ RH
	<ul style="list-style-type: none"> Plan and deliver Curious Quest sessions to extend vocabulary, inference, and structured writing opportunities. 	Pupils demonstrate improved vocabulary and comprehension; writing shows greater independence, stamina, and accuracy.	QE16	CS/RH



	<ul style="list-style-type: none">• Monitor impact through assessment, lesson observations, and moderation of writing outcomes.	Data shows pupils progressing in comprehension and writing; children confidently apply skills across the curriculum.	QE17	CS/RH
Medium- and short-term LfL plans are fully developed, sequenced, and embedded to ensure high-quality, consistent teaching.	<ul style="list-style-type: none">• Continue to write and refine medium- and short-term LfL plans, ensuring clear progression, coverage of key skills, and alignment with curriculum expectations.	Plans are completed, shared with staff, and applied in classrooms; staff confident in using them; pupil engagement and outcomes reflect consistent, high-quality teaching.	QE18	SMT/ SK