

SDP Evaluation 2025-26	VERY STRONG &SUSTAINED PROGRESS	GOOD PROGRESS	ADEQUATE PROGRESS	LIMITED PROGRESS									
EVALUATION OF 2025-26 SDP Priority Area 1: Improve accuracy and application of spelling through effective teaching and learning													
The implementation of an agreed spelling scheme is supporting a progressive and consistent approach to the delivery of spelling. Primary Spelling: A 4-Step Lesson Framework Developmental progression of spelling instruction from foundational phonics to morphological investigation. LOWER SCHOOL (Reception – Year 2) Foundational Phonics & Spoken Games: Lessons begin with rhyming and "Fast Recognition" drills to consolidate letter sounds. Dynamic Modeling Techniques: Teachers use "Sound Pinching" for word structure and mnemonic rhymes for non-phonetic "Red Words." UPPER SCHOOL (Year 3 – Year 6) Investigational Learning: Students identify patterns and explore Latin or Greek etymology to understand root words. Morphology & Contextual Mastery: Input focuses on how prefixes and suffixes change the meaning of root words. Differentiated Active Practice: Tasks range from "Rainbow Writing" for developing pupils to "Spot the Mistake" for advanced learners. Independent Activity <table> <tr> <th>Stage</th> <th>Focus Activities</th> <th>Goal</th> </tr> <tr> <td>Lower School</td> <td>Roll & Write, Anagrams, Battleships</td> <td>Phonic fluency and CVC patterns</td> </tr> <tr> <td>Upper School</td> <td>Sentence Completion, Dice Games, Creative Writing</td> <td>Morphological rules and context</td> </tr> </table> Complex Application: Fluent spellers apply rules by incorporating ten differentiated words into a single "Silly Story."					Stage	Focus Activities	Goal	Lower School	Roll & Write, Anagrams, Battleships	Phonic fluency and CVC patterns	Upper School	Sentence Completion, Dice Games, Creative Writing	Morphological rules and context
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Lower School	Roll & Write, Anagrams, Battleships	Phonic fluency and CVC patterns											
Upper School	Sentence Completion, Dice Games, Creative Writing	Morphological rules and context											
A range of dynamic and engaging strategies to deliver spelling lessons are being used well. In many classes, there is highly effective use of established phonics routines, which provides a consistent language of learning for all pupils. Where this is strongest, teachers model spelling strategies clearly and use repetition and retrieval skilfully to embed key concepts. In older classes, learners engage thoughtfully in reflection activities and can articulate clearly what they have learned. They show growing confidence in applying spelling patterns, analysing word structure and explaining how meaning, word class or morphology influence spelling choices. Implementation of spelling journals into daily routines is having a positive impact upon learners, with greater opportunity to review and consolidate spelling patterns. Overall, the accuracy of high frequency words has improved across the year. Blue pen corrections following teacher feedback are effective with the majority spelling previously correctly words accurately over time. The application of taught spelling patterns in independent writing has improved, but there is further need to build upon the progress made this year.													

Nearly all learners (98%) improved on scores in SWST from September. Many learners (76%) have a spelling age equal to or above their chronological age across the 6 cohorts.

54% of learners across these classes have a spelling age more than 12 months above their chronological age

19% of learners across these classes have a spelling age of more than 24 months above their chronological age

However, outcomes from the SWST tests in May 2026 did not show as big an increase as was expected. The new scheme was not implemented until spring term and now needs to be embedded.

Lack of parental support & engagement with both reading and spelling is also having a negative impact on accuracy. Sharing concerns & evidence from our test data at the parent forums at the beginning of the new academic year will be a more effective strategic approach. Parents will be supported to take greater responsibility for their child's learning and this will be part of SDP 26-27 linked to family engagement. The presentation has been created which will be shared with parents and made accessible on our website.

For the small group of persistent lower-attainers a robust intervention programme will be put into place from September where strategies such as daily Precision Teaching will be used to secure the foundational blends and digraphs necessary for progress.

EVALUATION OF 2025-26 SDP

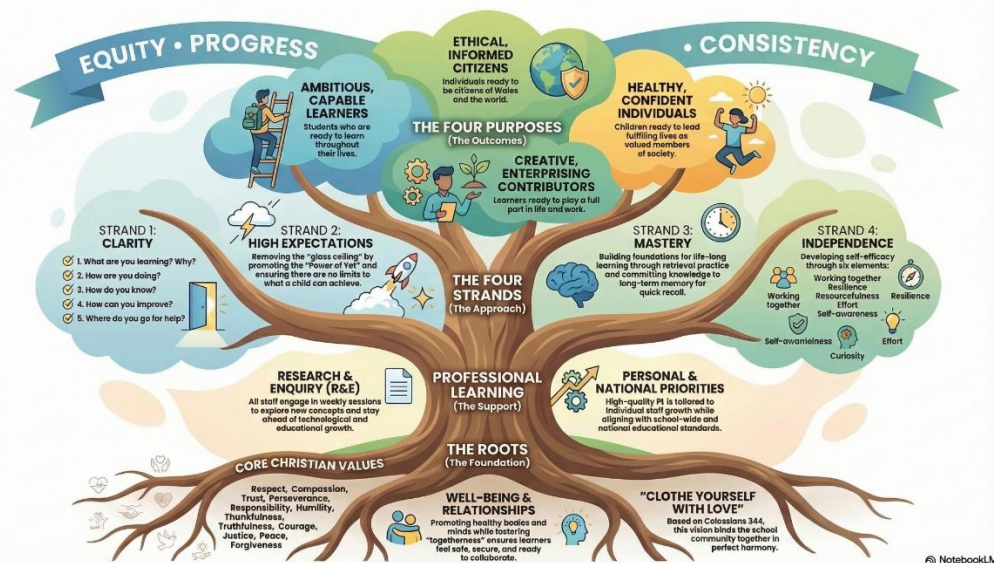
Priority Area 2: Embed principles of excellence to secure high-quality teaching and learning at all times

GOOD

PROGRESS

The standard of teaching overall is good or better in nearly all classes. There is a clear understanding of what good looks like and the principles of teaching to secure progress across a lesson and over time. Where there is some variation, focused support and mentoring is providing clear expectations and monitoring of outcomes to ensure coverage and progression.

The Teaching & Learning Strategy has been strengthened through the strategic development of the independence framework. A comprehensive plan of teaching explicit skills linked to independence has been mapped and is being delivered through progressive focused teaching in all classes. In addition, a common framework of language has been introduced. This work will be ongoing throughout 26-27 and will form part of the application of skills priority.



The Peer Review partnership introduced between cluster schools has been mutually beneficial and will now form part of the school's self-evaluation activity, linked to an identified area of focus. This has qualified school's evaluation of standards of teaching and learning.

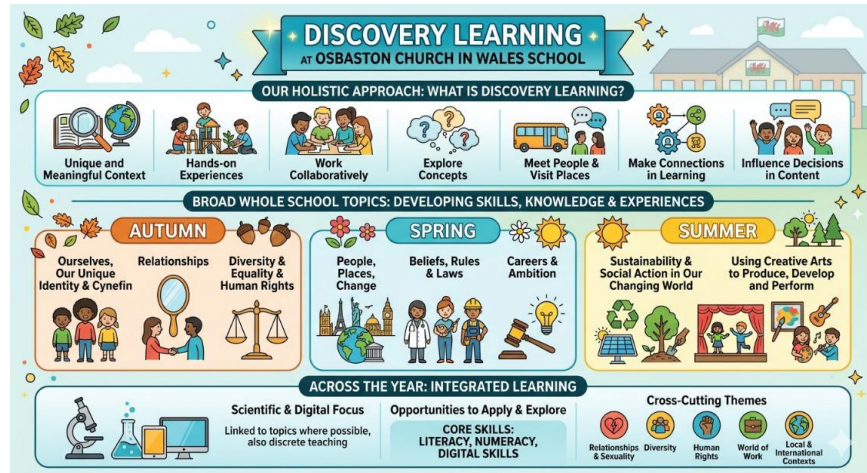
Feedback processes are well established in older classes, with teachers using marking expectations and learners showing responses to this via corrections and feedback. Reflections have become more sophisticated, referring to lesson intentions and skills, and show increasing self-awareness as a learner. Blue pen marking is evident across all books. In younger classes, marking with learners in the moment affords opportunities for learners to respond, both through corrections, challenge and reinforcement. Learners are reflecting using stickers and these are more accurate, showing greater consideration of outcomes and understanding of themselves as a learner.

Assessment outcomes have supported close analysis of cohorts, groups of learners and individual pupil progress. The needs of most learners are being met through universal provision and progress overall is positive. For a small number of learners, scaffolds, resources and specific strategies are being employed to support needs.

Medium term planning has been a focus and supports the 'golden thread' between long term and short-term planning, with clear reference to Area of Learning and Experience What Matters statements and Descriptions of Learning. This is ensuring progression in skills, knowledge and experiences.

EVALUATION OF 2025-26 SDP Priority Area 3: To develop opportunities to inspire learners through a broad range of technological learning experiences		GOOD PROGRESS		
There is increased confidence by all staff to use Lego kits and to provide learners with core skills before seeking to apply learning to solve a problem. School Improvement Partner learning walk to qualify learner outcomes and engagement in activities reported, “provision for STEM and the development of integral and cross-curricular skills is strong. Most pupils make purposeful progress in applying these skills over time and increasingly do so independently across a range of authentic, context-rich learning experiences. Many pupils articulate clearly what they are learning and explain how these skills improve their effectiveness as learners, particularly in problem-solving and collaborative contexts. Nearly all pupils demonstrate secure understanding of success criteria and use them effectively to refine their work and identify next steps. Provision is well planned and consistently promotes high levels of engagement, curiosity and resilience. Learning experiences are purposeful, authentic and well matched to pupils’ developmental needs. Staff demonstrate strong subject knowledge and a shared commitment to developing STEM provision. Pupils benefit from regular, structured opportunities to apply coding and computational thinking across the curriculum. Leadership has been effective in prioritising professional learning and ensuring consistent expectations, resulting in high-quality teaching and strong pupil outcomes.” (June 2026) Teacher medium term planning is evolving for Computational thinking following PL this year and continuing confidence to use and apply skills through the new resources. This is progressive across the school and will continue to develop across 26-27. Whole school outcomes of STEM initiative involving all staff have been shared with LA: <u>MCC Osbaston STEM impact</u> The Goblin car has been successfully integrated into Y5 Sci/Tech curriculum and has included aspects of design, testing and forces. Learners have shown high levels of engagement. Integration of other technological experiences including Tinkercad and 3D printing have further enhanced richness of learning experiences: <u>Goblin Car Presentation</u>. Provision across the school promotes creativity, problem-solving, technical competence and resilience, with computing effectively being integrated into wider curriculum topics.				
EVALUATION OF 2025-26 SDP Priority Area 4: To monitor the impact of curriculum development and leadership		GOOD PROGRESS		

Overall there has been positive progress in curriculum development with a comprehensive overview secured. Long term plans have been revised, enabling development of comprehensive medium-term planning.



Alongside this, leaders are showing greater ownership in ensuring planning, coverage and progression meet expectations. Whole staff discussion and development have supported a mutual understanding of providing breadth of opportunities and experiences across a year group, understanding the wider picture and their part of the 'jigsaw'. This is being qualified through beneficial monitoring activities with focus upon evaluative findings and impact than a narrative of findings, which in turn is providing a more purposeful set of next steps.

There is a cohesive approach with evidence of the writing journey (build up to the independent task), use of success criteria, editing and improving.

Teachers are open to collaboration through professional discussion, sharing practice and ideas. Collective planning linked to Progression Steps enables revisiting and depth of learning. SLO outcomes (July 26) show all staff use structures in place to use and share knowledge.

Provision of focused 'R&E' (Research & Enquiry) time weekly for all staff enables practitioners to utilise research evidence to inform and improve practice.

Completion of the revised cycle of planning will be implemented in the autumn term, supporting a complete set of medium-term plans and holistic review of progression across the school.