Writing Action Plan derived from School Improvement Plan 2026-27

Where does the action derive from?	Ofsted 2024: 1. In a few subjects, the school has not identified the ways in which prior knowledge connects to new learning. This means that staff do not maximise opportunities to make these clear, which prevents pupils from deepening their understanding of important concepts. The school should ensure that all subjects map these connections to support staff and pupils in developing their understanding over time. 2. In some wider curriculum subjects, the school is in the early stages of implementing systems to check how well pupils learn the curriculum. Consequently, the school does not have a secure understanding of what pupils know and remember in all subjects. The school should develop effective assessment systems to check the impact of its work on helping pupils remember their learning in the long term. SIAMS 2024 1. Ensure opportunities for spiritual flourishing are an integral part of the curriculum. Enable pupils to express their thinking in a variety of ways so the impact of these experiences is clear. 2. Develop a systematic approach that allows governors to evaluate the impact the Christian vision has on all aspects of this Church school. This leads to ongoing foci for improvements, enhancing the impact of this Church school. 3. Deepen pupils' understanding of key themes, such as core religious concepts and Christianity as a living faith. This is to enable pupils to think at a deeper level and shape responses in answering 'big questions'. Our School Priorities for 26-27 1. Maths 2. Disadvantaged 3. Curriculum- History	

Target improvement (what will be better for children?)	Actions to implement to achieve this target	Timescale	Resource / time implications / Monitoring Consider supply costs approx (£150 per day, £120 afternoon)	Evaluation of impact and monitoring (updated in Dec 25, April 26, July 26)
Close the gap in writing outcomes between disadvantaged and non-disadvantaged pupils	• DQ to monitor planning and coach staff on strategies for supporting pupils not meeting expected standard. • Regular monitoring of teaching and learning- learning walks, book looks, Writing Champion Review Days • Monitoring of vulnerable/disadvantaged pupil provision and outcomes- DQ to analyse data, identify key pupils/gaps in knowledge and support staff with targeting pupils and plugging gaps. • DQ to work with SENDCo to research and develop writing/sentence structure intervention. • DQ to source/create spelling resources to support pupils with gaps in spelling knowledge- ELS spelling morpheme grid mats, Spelling dictionaries, intervention resources • WordShark intervention for key pupils. • Staff CPD on supporting vulverable pupils in writing (Teaching and Support Staff) • Continue to embed EEF Write Journey principles	Sept 26-Aug 27	• DQ subject leadership time to monitor books/lessons/coach staff (HLTA cover) • Write Journey CPD (DQ/KW to attend, HLTA/supply cover) • Weekly SLT meeting (DQ to claim additional hours) • Staff meeting time on supporting vulnerable pupils • Support Staff training on writing intervention • Writing intervention resources/scheme (cost TBC) • WordShark subscription. • Barrington Stokes dictionaries, tricky spelling cartoons £126 – approved from SEND budget	

			• DQ to attend GLOSSI Primary Network meetings (3 per year)	
Implement and monitor new culmalatively sequenced EYFS writing curriculum	• DQ to work with Federation Writing Champion, EYFS Federation Champion and EYFS lead at Nailsworth to implement Heartwood EYFS Writing Curriculum. • Monitor impact of curriculum on pupil outcomes and transcription skills- lesson observations, book looks	Sept 26-Aug 27	• DQ to collaborate with Federation Writing and EYFS Champions to monitor implementation and analyse impact across schools (HLTA cover) • DQ subject leadership time to monitor books/lessons (HLTA cover) • Feedback at weekly SLT meeting (DQ to claim additional hours) • EYFS staff training/collaboration with Heartwood colleagues.	
Research and develop KS1-2 oracy curriculum	• DQ to attend Voice 21 Oracy session at GLOSSI Writing Conference (Nov 26) • DQ to visit Coney Hill to observe and discuss their oracy curriculum (Date TBC) • DQ to work with KW to develop curriculum for Nailsworth/Heartwood Federation • DQ to trial in Y5 class • Staff CPD on Oracy	Sept 26-Aug 27	• DQ to attend GLOSSI Primary Network meetings (3 per year) • DQ subject leadership time to develop and research curriculum (HLTA cover) • Time out of class to visit Coney Hill • Staff CPD	

Nailsworth C of E Primary School
Training programme 2026-2027

At Nailsworth Primary School …. 1.						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Training						
Revisit						
Monitoring						