

West Lodge Primary School

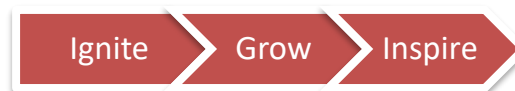


School Improvement Plan 2026-27

West Lodge Primary School

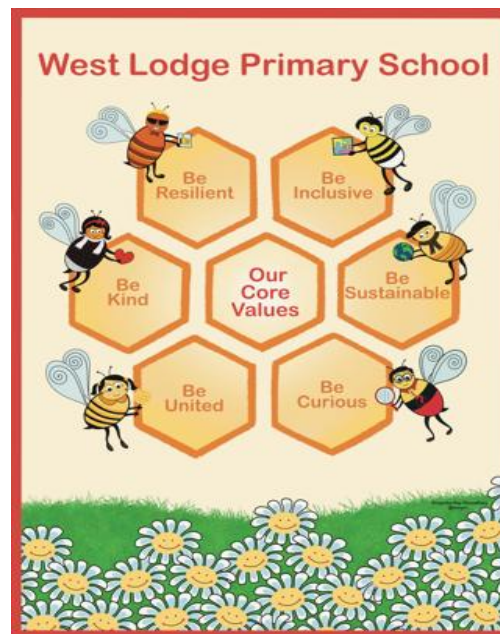
An inclusive school, nurturing growth mindsets for a sustainable future.

Vision: At West Lodge each child finds the spark within them. The light continues to grow igniting the spark in others creating ripples throughout the world. It all starts with understanding and acceptance....



Mission: To equip each child with a toolkit for a successful life.

Core Values:



Context, Self-Evaluation and Strategic Direction

Our Vision

At West Lodge Primary School, our vision is to help every child **find the spark within themselves**, ignite a lifelong love of learning and create **positive ripples throughout the world**. We believe this begins by ensuring every child is **known, understood and accepted**, because genuine understanding leads to acceptance, acceptance creates belonging, and belonging enables children to flourish academically, socially and emotionally. Our ambition is not simply to educate successful pupils, but to develop confident, compassionate young people who understand themselves, value others and have the courage and resilience to make a positive difference in the world. This philosophy underpins every aspect of our work and provides the foundation for our curriculum, our approach to teaching, our relationships and our commitment to continual improvement.

West Lodge at a Glance – 2025–26

Area	Highlights
Inclusion	An inclusive culture built on relational practice, high expectations and a strong commitment to equity and belonging. Continued development of Kaleidoscope , personalised support and strong attendance. Individual progress and wellbeing are carefully tracked, including through Boxall profiling where appropriate, with pupil and parent voice used to evaluate the impact of provision.
Exceptional Outcomes	EYFS GLD 74% (above national); 92% Phonics; KS2 Reading 90% , Writing 78% , Maths 92% , Combined 78% (National 63%); progress scores at the end of KS2 significantly above national in Reading, Maths and GPS. Awarded the DfE National Award for Sustainability and achieved the Platinum School Games Mark for the fifth time .
Writing	Significant improvements following ongoing curriculum refinement in response to cohort needs , evidence-informed professional growth and collaborative action research. A book- and language-rich approach , supported by curriculum leadership, has strengthened the culture of writing across the school. Curriculum provision is continually reviewed, evaluated and adapted in response to evidence of pupils' learning.
Innovation	Foundations established for Finding My Voice , placing purposeful dialogue, oracy, leadership and personal development at the heart of the curriculum, underpinned by an inclusive whole-school approach. Increasing focus on preparing pupils for the world they will live in , developing sustainability, entrepreneurialism and critical thinking through initiatives including the Eco Refill Shop, Green Schools Project, Tycoon Enterprise and Young Ambassadors for Peace.
Leading Practice	DfE National Award for Sustainability ; Green4Life Charter launched across Harrow; Learning Hubs in Sustainability, Computing, Autism and PSHE . ECF Facilitator School , leading professional learning modules for schools across Harrow.
Pupil Leadership	Pupils led workshops at YESfest and the Green4Life Charter Launch ; Head Girl spoke at the Seeds of Change Sustainability Conference in Brighton; Young Ambassadors for Peace contributed to the future development of the programme; pupils led borough and SEND sporting events; student newspaper established. Leadership opportunities also include PALs, the Tycoon Project and extensive pupil voice , with former pupils returning to mentor and coach younger children.
Enrichment	Extensive music programme, dance groups , instrumental tuition and performances in school and across the wider community , alongside residential experiences, educational visits and outdoor learning. A comprehensive extra-curricular programme spanning the arts, sport and technology provides further opportunities for pupils to discover interests, develop talents and broaden their experiences.
Sport	As host for the Harrow SGO , West Lodge organises sporting opportunities for schools across Harrow, including opportunities for pupils within ARMs provisions . 3rd in the London Indoor Athletics Finals; West London Cricket Champions ; numerous Harrow competition winners; Platinum School Games Mark achieved for the fifth time .

Why West Lodge Continues to Flourish

West Lodge enters the next phase of its development from a position of considerable strength. Academic outcomes remain consistently high across every phase of the school, reflecting an ambitious curriculum, exceptionally high expectations and a relentless focus on high-quality quality first teaching. Children make an excellent start in the Early Years, develop secure foundations in reading, writing and mathematics, and leave Year 6 exceptionally well prepared for secondary education.

One of the most encouraging developments this year has been the improvement in writing. Through curriculum refinement, evidence-informed professional development and collaborative action research, outcomes have improved at both the Expected and Higher Standards. This demonstrates the school's commitment not only to sustaining excellence but to continually refining practice in response to evidence and evaluation.

A defining strength of West Lodge is its culture of professional learning. Staff engage enthusiastically with coaching, collaborative enquiry, research and professional dialogue, creating a learning community where innovation is encouraged, evidence is valued and improvement is viewed as a continuous process rather than a destination. Rather than simply adopting initiatives, leaders work collaboratively to challenge and develop, evaluate and refine approaches that are responsive to the needs of pupils whilst contributing to wider educational practice.

Relationships continue to be central to the school's success. Leaders believe that positive behaviour grows from understanding, understanding leads to acceptance, and acceptance creates genuine belonging. This philosophy underpins our relational and trauma-informed approach, creating a calm, welcoming environment where pupils feel safe, valued and ready to learn. Investment in Kaleidoscope, specialist training and inclusive practice has further strengthened the school's capacity to meet increasingly diverse and complex needs whilst maintaining high expectations for every learner to successfully be prepared for the next stage in education.

Context, Self-Evaluation and Strategic Direction

A School That Leads Beyond Its Own Community

West Lodge has continued to strengthen its reputation as a leading practice school both within Harrow and beyond. During 2025–26 the school was honoured to receive the **Department for Education National Sustainability Award**, recognising its innovative whole-school approach to environmental education. Building upon this success, the school has led the development of the **Green4Life Charter**, supporting schools across the borough to place sustainability, pupil leadership and community action at the heart of school life. The school also continues to make a significant contribution to the wider educational community through **YESfest**, the **Young Ambassadors for Peace (YAP)** programme and the development of **Learning Hubs** in Sustainability, Computing, Autism and PSHE. Increasingly, West Lodge is recognised not only for the quality of education it provides for its own pupils but also for its willingness to share effective practice, collaborate with others and contribute to educational improvement beyond its own setting. Pupils worked alongside UCL CCCSE and the National Education Nature Park (NENP) to co-create innovative sustainability and mathematics resources, subsequently published nationally for use by other schools

Pupil leadership is one of the school's defining strengths. Children are trusted with authentic opportunities to lead, teach and influence others both within school and across the wider community. Whether speaking at regional sustainability conferences, leading workshops, supporting borough sporting events, contributing to national peace education initiatives or mentoring younger pupils, children increasingly demonstrate the confidence, compassion and leadership that lie at the heart of the school's vision. Alongside this, an extensive programme of music, sport, outdoor learning and enrichment enables every child to discover new interests, develop talents and experience success beyond the classroom. These opportunities are not viewed as additional experiences but as an integral part of the school's commitment to developing the whole child.

Building the Next Chapter

Whilst the school's strengths are considerable, leaders remain ambitious for every child. We recognise that the strongest schools are characterised not by complacency but by continual reflection, innovation and refinement. During the past year, leaders have laid the foundations for the **Finding My Voice** programme—a long-term vision that places purposeful dialogue, oracy, personal development and pupil leadership at the heart of learning. We believe that every child possesses both an inner voice and an outer voice. By helping children understand themselves, communicate with confidence, listen with empathy and lead with compassion, we aim to develop young people who are equipped not only to achieve academically but also to make a positive contribution to their communities and the wider world.

Leaders have also identified an important opportunity to strengthen outcomes for disadvantaged pupils. Although this group represents a relatively small proportion of the school population, our ambition is that these pupils should benefit disproportionately from the opportunities available at West Lodge. The next phase of development will therefore strengthen identification, tracking and evaluation alongside a carefully planned programme of enrichment, leadership opportunities and targeted support designed to broaden horizons, remove barriers and maximise life chances.

Our self-evaluation has identified four strategic priorities that will shape the next stage of the school's journey.

Our Strategic Priorities

Core Priority 1- Curriculum, Character and Culture

Bringing our vision and values to life through a coherent curriculum, rich personal development and meaningful opportunities for leadership and active citizenship.

Core Priority 2 – High-Quality Teaching -

Developing a rich dialogic culture through evidence-informed practice that deepens thinking, strengthens learning and develops confident communicators.

Core Priority 3 - Writing

Developing confident, articulate writers through high-quality teaching, purposeful writing opportunities and a coherent approach to writing across the curriculum for authentic audiences and purposes.

Core Priority 4 - Equity, Inclusion and Belonging

Removing barriers, creating opportunities and enabling every pupil to achieve and flourish.

Looking Ahead

West Lodge does not view school improvement as a collection of isolated initiatives, but as the continual refinement of a coherent vision.

Every improvement we make is driven by our commitment to helping children find the spark within themselves, ignite their potential and use their talents to create positive ripples throughout the world. We believe this journey begins with understanding, grows through acceptance and belonging, and flourishes when every child is given the confidence to find their voice.

The priorities within this plan represent the next stage of that journey, ensuring that every child leaves West Lodge not only with exceptional knowledge and skills, but with the character, compassion and confidence to make a meaningful difference in the lives of others.

Summary of Core Priorities

Our School Improvement Priorities

Our four core priorities are closely connected and provide a clear direction for the next stage of West Lodge's improvement journey. Together, they bring our vision and values to life through a coherent curriculum, high-quality teaching and a culture where every child is known, valued and encouraged to flourish.

We begin by strengthening **Curriculum, Character and Culture**, ensuring that our vision and values are woven meaningfully throughout the curriculum and wider life of the school, enabling every child to develop confidence, character and a sense of purpose. Building on this foundation, we strengthen **High-Quality Teaching**, creating classrooms where purposeful dialogue and evidence-informed practice enable pupils to think deeply, communicate confidently and learn successfully. We then develop **Writing**, enabling pupils to express their ideas with clarity, purpose and precision across the curriculum. Underpinning each priority is our commitment to **Equity, Inclusion and Belonging**, ensuring that every child has equitable access to high-quality teaching, rich learning experiences and the support they need to flourish.

Together, these priorities create a coherent and connected approach to school improvement, developing confident communicators, compassionate leaders and active citizens who are equipped to make a positive difference in the world.



Core Priority 1 - Curriculum, Character and Culture					
Bringing our vision and values to life through a coherent curriculum, rich personal development and meaningful opportunities for leadership and active citizenship.					
Rationale: West Lodge's vision and values provide the foundation for everything we do. Building upon this strong foundation, we will continue to develop a coherent, ambitious and inclusive curriculum that makes authentic connections between our vision, values and pupils' learning through <i>Finding My Voice</i> . Alongside this, we will further strengthen our personal development offer, ensuring that every child experiences rich opportunities to grow as a learner, leader and citizen. Through a progressive assembly curriculum, ambitious curriculum development and meaningful opportunities for leadership, dialogue, reflection and enrichment, we will ensure that pupils experience our vision and values not simply as statements, but as lived experiences that shape who they become. By developing confident communicators, compassionate leaders and active citizens, every child will be supported to discover their unique spark, strengthen their character and create positive ripples throughout the world.					Link Governors:
Objectives	Lead	RAG Rating	Actions	Time	Success Criteria
1. Strengthen curriculum coherence by making authentic connections between the school's vision, values, curriculum and wider learning experiences through <i>Finding My Voice</i> .	JD (HT) Leadership team Curriculum Leaders		- Finalise and implement Stage 1 of the three-year <i>Finding My Voice</i> Assembly Curriculum, including explicit opportunities for oracy, reflection and dialogue. - Ensure assemblies explicitly connect the school's vision, values and personal development curriculum. - Launch the Strategic Curriculum Development Projects (across History, Geography, RE and MFL) enabling curriculum leaders to review progression, strengthen curriculum coherence and identify authentic opportunities to connect learning with the school's vision, values, oracy, sustainability and outdoor learning. - Develop high-quality resources and reflection opportunities that help pupils make meaningful connections between their learning, the school's vision and values, and their own personal development. - Ensure curriculum development is purposeful, ambitious and appropriately challenging, enabling pupils to deepen their knowledge, think	Autumn 2026: Launch Stage 1 FMV; review Spring/Summer assembly curriculum; complete curriculum audits and agree development priorities. Spring 2027: Embed FMV; implement curriculum development projects; develop resources and evaluate early impact. Summer 2027: Review curriculum coherence, ambition and challenge; evaluate pupil experience and learning; refine provision and identify next steps.	- Stage 1 of the <i>Finding My Voice</i> Assembly Curriculum is successfully embedded. - Pupils increasingly understand and articulate the school's vision and values and recognise how these connect to their learning and wider school life. - Strategic Curriculum Development Projects are successfully launched, with curriculum leaders beginning to identify authentic opportunities to strengthen links between their subjects and the school's vision and values. - Curriculum coherence is strengthened through increasingly meaningful connections between curriculum subjects, personal development and the school's vision and values.

			critically and make meaningful connections across their learning.		
2. Embed a <i>Finding My Voice</i> culture that strengthens personal development, belonging, inclusion and pupil voice.	JD (HT) Wider leadership team Wider leadership team		- Develop a shared understanding of the principles that underpin our <i>Finding My Voice</i> approach. - Embed <i>Finding My Voice</i> consistently through pupil leadership, enrichment, pupil voice and wider school experiences. - Provide professional learning to support staff in developing a culture where every child is encouraged to discover and express their voice. - Monitor the impact of <i>Finding My Voice</i> on pupils' confidence, wellbeing, belonging and leadership through pupil voice, participation in leadership and wider opportunities, staff observations and existing wellbeing/belonging measures, identifying changes over time and the experiences of key groups.	Autumn 2026: Establish a shared understanding of Finding My Voice principles; provide initial professional learning and begin embedding the approach across school life. Spring 2027: Strengthen consistency across pupil leadership, enrichment and wider school experiences; continue professional learning and review early impact through pupil voice, participation and staff observations. Summer 2027: Evaluate the impact on pupils' confidence, wellbeing, belonging and leadership, including key groups; celebrate effective practice and identify priorities for further development.	- Staff demonstrate a shared understanding 'of the <i>Finding My Voice</i> approach and its role in bringing the school's vision and values to life. - Pupils increasingly demonstrate confidence, self-awareness, resilience and leadership. - A strong culture of belonging, inclusion and participation is evident across the school. - Personal development is coherent, progressive and closely aligned with the school's vision and values.
3. Strengthen pupil leadership and active citizenship through meaningful opportunities to contribute within school and beyond.	JD (HT); GB (AHT) JD (HT); GB (AHT) JD (HT); GB (AHT)		- Review and strengthen progression in pupil leadership opportunities across the school. - Ensure all pupils have meaningful opportunities to contribute and make a positive difference. - Further strengthen leadership through sustainability, peace education, sport, music and community partnerships.	Autumn 2026: Review progression in pupil leadership across the school; identify gaps and strengthen opportunities for all pupils to contribute and make a positive difference. Spring 2027: Extend leadership opportunities	- Leadership opportunities demonstrate clear progression from EYFS to Year 6. - Pupils demonstrate increasing confidence, responsibility, initiative and service.

	JD (HT); GB (AHT)		Celebrate and model pupil leadership and service through assemblies, events and communication with families, creating opportunities for older pupils to inspire, mentor and work alongside younger pupils, so that leadership is progressively developed across the school.	through sustainability, peace education, sport, music and community partnerships; strengthen opportunities for older pupils to inspire and mentor younger pupils. Summer 2027: Celebrate pupil leadership and its impact across the school community; evaluate participation, progression and opportunities for all pupils, identifying priorities for further development.	- Pupils make meaningful contributions within school and the wider community. • Pupil leadership continues to be recognised as a defining strength of West Lodge.
4. Enrich the curriculum through meaningful experiences that broaden horizons, develop character and inspire active citizenship.	JD (HT); GB (AHT) JD (HT); GB (AHT) JD (HT); GB (AHT) JD (HT); GB (AHT)		- Deliver a rich programme of enrichment, educational visits, visitors and experiences that enhance curriculum learning. - Strengthen opportunities for sustainability, outdoor learning, cultural capital and community engagement. - Provide regular opportunities for pupils to reflect on, celebrate and share their personal growth and achievements. - Evaluate the impact of enrichment through pupil voice and evidence of participation and engagement.	Autumn 2026: Review and strengthen the enrichment programme, identifying opportunities to deepen curriculum connections, sustainability, outdoor learning, cultural experiences and community engagement. Spring 2027: Extend and embed meaningful enrichment opportunities; strengthen pupil reflection and celebration of personal growth, ensuring broad and inclusive participation. Summer 2027: Evaluate the impact of enrichment through pupil voice, participation and engagement; celebrate achievements and identify	- Pupils benefit from a broad, progressive programme of enrichment experiences - Enrichment opportunities enhance curriculum learning, personal development, cultural understanding and aspirations. - Pupils demonstrate increasing confidence, curiosity, resilience and engagement beyond the classroom. - Personal development continues to be recognised as a significant strength.

				priorities for further development.	
Evaluation and Review: • Termly review of the <i>Finding My Voice</i> Assembly Curriculum, Strategic Curriculum Development Projects and wider personal development provision. • Curriculum monitoring through lesson visits, pupil voice, work scrutiny and curriculum leader evaluations. • Evaluation of pupil leadership, enrichment and wider participation, including the impact on belonging, confidence and active citizenship. • Governors updated through link visits, curriculum reports and annual evaluation of personal development. Evaluation					

Core Priority 2 – High-Quality Teaching - Developing a rich dialogic culture through evidence-informed practice that deepens thinking, strengthens learning and develops confident communicators.

Rationale: High-quality teaching has the greatest in-school impact on pupils' learning, achievement and life chances. At West Lodge, we believe the most effective classrooms are those where pupils think deeply, communicate purposefully, feel heard, learn collaboratively and develop a strong sense of belonging as learners. Building on our strong foundations, we will continue to develop a rich dialogic culture through evidence-informed practice, where high-quality dialogue, skilful questioning and high expectations deepen understanding, strengthen knowledge and develop increasingly independent learners. Underpinned by a carefully sequenced and ambitious curriculum, teaching will enable pupils to build securely on prior knowledge, make meaningful connections and develop increasingly deep and sophisticated understanding. Through collaborative professional growth, instructional coaching and reflective practice, we will secure consistently high-quality teaching that enables every pupil to think critically, communicate with confidence and apply their learning successfully across the curriculum.

Link Governors:

Objectives	Lead	RAG Rating	Actions	Milestone and deadline	Success Criteria
1. Embed a consistent dialogic approach to teaching and learning that promotes high-quality classroom dialogue and deep thinking across the curriculum.	SC (AHT); GB (AHT); HH (AHT); SC (AHT); EW (EL KS2); JW (PL); AK (PL) & RP (PL) FMV Team Wider leadership team: HT, AHTs and PLs		- Develop, implement and refine the school's dialogic teaching model, ensuring it supports high-quality classroom dialogue across the curriculum. - Establish consistent classroom routines that promote independent thinking, purposeful talk, active listening and collaborative thinking. - Provide high-quality professional development to strengthen dialogic practice across all phases – using FMV resources. - Monitor implementation through lesson visits learning walks, coaching and professional dialogue.	Autumn 2026: Develop and introduce the West Lodge dialogic teaching model; establish shared expectations and classroom routines, supported by initial professional growth. Spring 2027: Embed and refine dialogic practice across all phases through coaching, professional dialogue and monitoring, strengthening consistency and pupil engagement. Summer 2027: Evaluate the impact on classroom dialogue, pupil thinking and independence; refine the model and identify next steps.	- High-quality classroom dialogue is consistently evident across the school. - Pupils confidently explain, justify, question and build upon ideas. - Classroom dialogue consistently deepens pupils' understanding and engagement across the curriculum. - Positive teacher feedback on the quality of CPD

2. Strengthen evidence-informed teaching through collaborative professional growth, instructional coaching and action research.			• Further refine our coherent professional growth programme using <i>Finding My Voice</i> resources, evidence-informed research and <i>WalkThrus</i>. • Embed instructional coaching and collaborative professional dialogue to refine classroom practice. • Engage teachers in professional growth action research projects that explore the impact of dialogic teaching on pupil learning. • Share research findings and effective practice to continually strengthen teaching across the school.	Autumn 2026: Refine and launch the professional growth programme, drawing on <i>Finding My Voice</i>, <i>WalkThrus</i> and evidence-informed research; establish coaching and action research priorities. Spring 2027: Embed instructional coaching and collaborative action research, exploring the impact of dialogic approaches on pupils' learning. Summer 2027: Evaluate the impact of professional growth and action research; share findings and effective practice to inform future teaching priorities.	• Teachers confidently apply evidence-informed approaches within their classroom practice. • Professional growth action research demonstrates measurable improvements in teaching and pupil outcomes. • A culture of collaboration, reflection and continual improvement is embedded across the school. • Staff demonstrate increasing confidence in using dialogic approaches to deepen pupils' thinking and learning.
3. Strengthen curriculum implementation through ambitious teaching that secures deep understanding, strong knowledge and confident, independent learners.			• Ensure learning sequences promote deep understanding and meaningful curriculum connections. • Strengthen opportunities for reasoning, problem-solving and higher-order thinking across all subjects. • Develop pupils' independence, metacognition and self-regulation through carefully designed learning experiences. • Monitor curriculum implementation through subject leadership and quality assurance.	Autumn 2026: Establish shared expectations for ambitious teaching, coherent learning sequences, reasoning, problem-solving and pupil independence. Spring 2027: Strengthen implementation across subjects through subject leadership, professional growth and monitoring, with a focus on deep	• Pupils demonstrate secure knowledge and understanding and confidently apply their learning in different contexts. • Lessons consistently promote challenge, curiosity and independence. • Pupils develop as confident, independent learners who think critically and apply their learning across the curriculum.

				understanding, critical thinking and independence. Summer 2027: Evaluate the impact on pupils' knowledge, understanding, reasoning and independence; identify strengths and priorities for further improvement.	Curriculum implementation is consistently strong across all subjects.
4. Enhance the quality of teaching through reflective practice, collaborative professional growth and continuous improvement.			- Strengthen professional collaboration through coaching, action research, lesson study and peer observation. - Further develop subject leadership capacity to drive continual improvement. - Use a planned programme of lesson visits, learning walks, book looks, pupil voice and self-evaluation to identify strengths, monitor impact and inform continual improvement. - Celebrate, share and disseminate highly effective practice within school and across professional networks beyond West Lodge, using informal drop-ins, modelling and professional dialogue, with leaders at all levels supporting colleagues to develop and refine dialogic practice.	Autumn 2026: Establish a coordinated programme of quality assurance and collaborative professional learning; strengthen subject leadership and opportunities to share effective practice. Spring 2027: Embed coaching, peer observation, informal drop-ins and professional dialogue; use monitoring and self-evaluation to refine teaching and develop leadership capacity. Summer 2027: Evaluate improvements in teaching quality and the impact of professional collaboration; celebrate and share effective practice within West Lodge and across wider professional networks.	- Reflective practice is embedded across the school. - Subject leaders effectively drive improvements in teaching and learning. - Quality assurance demonstrates consistently high standards of teaching. - West Lodge continues to be recognised as a leading practice school with a culture of continual improvement.
Evaluation and Review: - Termly review of teaching and learning through lesson visits, learning walks, coaching records and professional dialogue. - Monitoring of curriculum implementation through subject leadership, work scrutiny and pupil voice. - Evaluation of professional growth through coaching, action research and staff feedback.					

- Governors updated through curriculum reports, link visits and annual evaluation of teaching quality and pupil outcomes.

Evaluation

Core Priority 3 - Writing

Developing confident, articulate communicators through high-quality teaching, purposeful writing opportunities and a coherent approach to writing across the curriculum for authentic audiences and purposes that has oracy at the heart.

Rationale: Writing is a powerful means through which pupils communicate ideas, organise their thinking and express their individual voice. At West Lodge, we recognise that strong writing develops alongside pupils' ability to think, discuss, rehearse and articulate their ideas. A rich dialogic culture enables pupils to develop their thinking through talk, explore language and vocabulary, rehearse and refine ideas, and build the confidence to find their own **writer's voice**. Building on the strong foundations established during 2025–26, we will therefore strengthen the relationship between **oracy, reading and writing**, developing a positive and ambitious writing culture across the school.

Drawing upon evidence-informed practice, including the DfE Writing Framework, *Strong Foundations in the First Years of School* and Pie Corbett's approaches, we will further strengthen pupils' confidence, creativity, technical accuracy and fluency as writers. Through carefully sequenced teaching, rich reading experiences, purposeful dialogue and **authentic opportunities to write across the curriculum for different audiences and purposes**, pupils will develop the knowledge, skills and confidence to communicate effectively across the curriculum and beyond.

Link Governors:

Objectives	Lead	RAG Rating	Actions	Milestone and deadline	Success Criteria
1. Embed a positive, ambitious writing culture that inspires every pupil to write with confidence, purpose and enjoyment.	HT & AHTS ELs, PLs and YGLs ELs, PLs and YGLs Wider Leadership team		- Continue to develop a culture where writing is valued, celebrated and enjoyed across the school. - Ensure writing opportunities are purposeful, meaningful and rooted in authentic audience and purpose. - Further develop and refine high-quality, carefully sequenced unit plans that inspire enthusiasm and engagement for both teachers and pupils. - Continue to celebrate writing through publication, display and wider opportunities to share writing. - Continually review and adapt curriculum content and sequencing to ensure learning builds coherently over time, reflects meaningful representation and is responsive to the context and needs of our pupils.	Autumn 2026: Review and refine writing opportunities and unit plans, strengthening curriculum coherence, pupil engagement and authentic audiences and purposes. Spring 2027: Embed engaging, purposeful writing experiences across the curriculum; strengthen opportunities to celebrate, publish and share pupils' writing. Summer 2027: Evaluate pupils' confidence, enjoyment and achievement in writing; review curriculum progression and celebrate effective practice, identifying priorities for further development.	- Writing is valued and celebrated throughout the school. - Pupils demonstrate increasing confidence, motivation and pride in their writing. - Teachers plan engaging writing sequences that generate enthusiasm and purposeful outcomes. - Pupils write for a range of authentic audiences and purposes across the curriculum.
2. Strengthen the teaching of writing through evidence-informed practice, high-quality unit planning and collaborative professional growth.	ELs, PLS and YGLs PLS and YGLs		Further refine unit plans to ensure consistency, progression and high expectations across the school.	Autumn 2026: Refine writing unit plans and establish shared expectations for high-quality teaching, drawing on Pie Corbett principles and the connections	- Teaching of writing is consistently strong across the school. - High-quality unit plans support engaging, coherent teaching sequences.

	Wider Leadership Team Wider LT and YGLs		- Continue to embed Pie Corbett principles, including oral rehearsal, playful short-burst writing and conscious control. - Strengthen the connection between reading, dialogue and writing through high-quality texts and rich classroom discussion. - Develop teachers' expertise through collaborative professional growth, instructional coaching and the sharing of effective practice.	between reading, dialogue and writing. Spring 2027: Embed evidence-informed approaches through collaborative professional growth, coaching and sharing effective practice; monitor consistency and pupils' progress. Summer 2027: Evaluate the impact on teaching quality and pupils' fluency, creativity and technical accuracy; refine planning and identify future professional growth priorities.	- Teachers confidently apply evidence-informed approaches to writing. - Pupils demonstrate increasing fluency, creativity, technical accuracy and control as writers. - Improved outcomes in writing at EXS and GDS.
3. Strengthen early writing by securing firm foundations whilst fostering a love of writing from the very beginning.	SC (AHT); FT (EYFS Lead); RP (KS1 Lead); SD (Reading Lead); EW (EL; NC (Y2 Lead)		- Build upon the principles of <i>Strong Foundations in the First Years of School</i> and the DfE Writing Framework. - Review the balance between Read Write Inc. and rich, purposeful writing opportunities within EYFS and KS1. - Explore approaches such as Literacy Tree to further enrich writing experiences whilst maintaining secure foundations. - Continue to prioritise sentence construction, handwriting, spelling, oral rehearsal and composition through carefully sequenced teaching.	Autumn 2026: Review early writing provision against the DfE Writing Framework and Strong Foundations, including the balance between Read Write Inc. and purposeful writing opportunities; explore approaches to further enrich provision. Spring 2027: Implement and refine agreed approaches, strengthening transcription, sentence construction, oral rehearsal and composition alongside engaging, purposeful writing experiences. Summer 2027: Evaluate the impact on pupils' writing confidence, independence and foundational skills; review progression across EYFS and KS1 and agree next steps.	- Children develop secure foundations in transcription, sentence construction and composition. - Early writing is engaging, purposeful and developmentally appropriate. - Pupils demonstrate increasing confidence and independence as writers from the earliest stages. - Strong foundations support improved writing outcomes throughout the school.

4. Enhance the quality of writing through reflective practice, robust assessment and continuous improvement.	EW (EL); SC (AHT); CF (Y6 Lead)		• Continue to strengthen assessment, moderation and exemplification across the school. • Use assessment and pupil outcomes to refine curriculum planning and teaching. • Implement and utilise the local authority TAFs across the school. • Engage in collaborative evaluation of writing through book scrutiny, moderation and pupil voice. • Share effective practice and continue to refine the writing curriculum through professional reflection.	Autumn 2026: Strengthen assessment and moderation practices, including implementation of the local authority TAFs; establish shared expectations for accurate assessment and exemplification. Spring 2027: Embed consistent assessment and moderation practices; use pupil outcomes, book scrutiny and pupil voice to refine teaching, planning and curriculum provision. Summer 2027: Evaluate the impact on assessment accuracy, teaching quality and writing outcomes at Expected Standard and Greater Depth; share effective practice and identify priorities for further improvement.	• Assessment of writing is accurate and consistent. • Teachers use assessment confidently to inform next steps in learning. • Leaders demonstrate continual refinement of the writing curriculum. • Outcomes in writing continue to improve at both Expected Standard and Greater Depth.
Evaluation and Review: • Termly review of writing progression, unit planning and subject monitoring. • Book scrutiny, moderation and pupil voice used to evaluate the quality and impact of writing provision. • Analysis of writing outcomes, including progress, Expected Standard and Greater Depth, alongside pupils' confidence, enjoyment and engagement as writers. • Governors updated through English link visits, curriculum reports and annual evaluation of writing outcomes. Evaluation					

Core Priority 4 - Equity, Inclusion and Belonging - Removing barriers, creating opportunities and enabling every pupil to achieve and flourish.					
Rationale: West Lodge is committed to ensuring that every pupil and family is known, understood, included and able to flourish. Building on our strengthened relational behaviour culture and the continued development of Kaleidoscope, the next phase will focus on removing barriers to learning, participation and achievement through consistently high expectations, inclusive practice and carefully targeted support. Central to this priority is the question, " How are we advantaging the disadvantaged? ", ensuring that pupils facing disadvantage receive the opportunities, relationships and provision they need to thrive. Enhanced pastoral support, close monitoring of attendance, and strong partnerships with families and external professionals will further strengthen outcomes for key pupils.					Link Governors:
Objectives	Lead	RAG Rating	Actions	Milestone and deadline	Success Criteria
1. Strengthen an inclusive culture where every child feels known, valued, understood and able to belong.	JD (HT) and Wider LT JD (HT) and Wider LT HH (AHT) MD and LS (Kaleidoscope Lead and Outreach Lead) Wider Leadership Team		- Continue to embed the relational behaviour policy through consistent, restorative practice and high expectations. - Further develop the school's visible consistencies, ensuring predictable routines and positive relationships across all aspects of school life. - Strengthen staff understanding of inclusive and adaptive practice through professional growth focused on relationships, belonging and relational approaches. - Utilise the expertise within the school by sharing good practice - Continue to celebrate diversity, promote pupil voice and foster a culture where every child feels represented, respected and valued.	Autumn 2026: Reinforce relational behaviour expectations and visible consistencies; identify and share effective inclusive practice through professional growth and collaboration. Spring 2027: Embed consistent relational and adaptive approaches across the school; strengthen pupil voice, belonging and the sharing of effective practice. Summer 2027: Evaluate the impact on behaviour, relationships, inclusion and pupils' sense of belonging; celebrate effective practice and identify priorities for further development.	- Behaviour expectations are applied consistently across the school. - Pupils report that they feel safe, respected and valued. - Relationships between staff and pupils are consistently strong. - Staff confidently apply relational approaches whilst maintaining high expectations. - Understanding inclusive and adaptive practice is well-developed across the school. - Good practice is successfully disseminated, leading consistently high-quality inclusive practice.
2. Embed an 'Advantaging the Disadvantaged' approach that proactively removes barriers, creates opportunities and enables every disadvantaged pupil to flourish.	JD (HT); HH (AHT); GB (AHT) JD (HT) GB (AHT) Wider LT		- Develop and embed the school's 'How are we advantaging the disadvantaged?' strategy across teaching, learning, enrichment and wider opportunities. - Regularly review the progress, attendance, participation and wellbeing of disadvantaged pupils, ensuring timely intervention where required. - Prioritise disadvantaged pupils for leadership opportunities, clubs, educational visits, residential and wider enrichment experiences.	Autumn 2026: Establish shared expectations for Advantaging the Disadvantaged; review barriers, participation and outcomes, ensuring Pupil Premium priorities reflect identified needs. Spring 2027: Embed proactive consideration of disadvantaged pupils in teaching, PPA discussions, leadership and enrichment opportunities; monitor	- Disadvantaged pupils access a broad range of enrichment, leadership and wider opportunities. - Gaps in attendance, participation, progress and attainment continue to narrow. - Staff routinely consider how provision advantages disadvantaged pupils when planning learning and wider opportunities – regular conversations in PPA

	JD (HT)		Strengthen the strategic use of Pupil Premium funding to remove barriers, create opportunities and maximise long-term impact.	participation, progress and the impact of targeted support. Summer 2027: Evaluate the impact on attendance, achievement, participation and wellbeing; review the effectiveness of Pupil Premium spending and refine priorities for the following year.	Leaders can clearly demonstrate the impact of Pupil Premium funding on improving outcomes for disadvantaged pupils.
3. Strengthen inclusive and adaptive provision to ensure pupils with SEND and additional needs achieve their full potential.	HH (AHT); MD (Kaleidoscope Lead); LS (Outreach Lead) HH (AHT); MR (IL KS1); SZ (IL KS2) LS (Outreach Lead) JD (HT)		- Continue to strengthen Kaleidoscope through high-quality leadership, curriculum development and professional learning. - Build staff expertise in autism, high-quality adaptive teaching, trauma-informed practice and inclusive pedagogy. - Strengthen collaboration between mainstream and specialist provision to maximise inclusion opportunities and successful transitions. - Continue to work with the Local Authority to develop the future vision, capacity and sustainability of Kaleidoscope. - Enable a comprehensive approach to capturing pupil voice for disadvantaged, vulnerable and SEND pupils – surveys, small group discussions, 1:1 conversations, use of visuals to support	Autumn 2026: Review and strengthen inclusive practice, Kaleidoscope provision and staff expertise; agree development priorities and continue strategic discussions with the Local Authority. Spring 2027: Embed professional growth in adaptive teaching, autism and trauma-informed practice; strengthen collaboration, inclusion opportunities and transitions between mainstream and specialist provision. Summer 2027: Evaluate the impact on pupil progress, inclusion and staff confidence; review Kaleidoscope's development and agree next steps for its future capacity and sustainability.	- Pupils with SEND make strong progress from their individual starting points. - Staff demonstrate increased confidence in meeting diverse learning needs. - Mainstream and specialist provision work seamlessly together to support inclusion. - Kaleidoscope continues to develop as a centre of excellence for inclusive practice.
4. Strengthen pastoral support, attendance and partnerships with families to improve outcomes for vulnerable pupils.	HH (AHT); GB (AHT) JD (HT); GB (AHT) GB (AHT); HH (AHT) Wider LT		- Further develop targeted pastoral support for pupils with the greatest need. - Strengthen attendance monitoring and early intervention for vulnerable pupils and groups, ensuring barriers are identified and addressed promptly. - Implement targeted attendance support for pupils with below 90% attendance – specific focus on disadvantaged pupils.	Autumn 2026: Review attendance, wellbeing and pastoral needs; identify priority pupils and groups, strengthening early intervention and coordinated support with families. Spring 2027: Embed targeted pastoral and attendance strategies; strengthen collaboration with families and external agencies, reviewing the impact of support for vulnerable pupils.	- Attendance improves for identified vulnerable pupils and groups. - Persistent absence continues to reduce. - Families report feeling well supported and engaged with the school. - Targeted pupils demonstrate improved attendance, wellbeing, behaviour and engagement with learning.

			- Strengthen partnerships with families and external agencies to improve attendance, wellbeing, engagement and outcomes. - Use attendance, safeguarding, behaviour and wellbeing information proactively to identify pupils requiring additional support and coordinated intervention. Escalate to in-school intervention, early help, CIN or CP as appropriate.	Summer 2027: Evaluate improvements in attendance, persistent absence, wellbeing and engagement; review the effectiveness of family partnerships and targeted provision, identifying next steps.	
5. Use robust leadership, monitoring and evaluation to secure equitable outcomes for every pupil.	JD (HT), GB (AHT), HH (AHT), SC (AHT) JD (HT), GB (AHT), HH (AHT), SC (AHT) JD (HT) Wider LT		- Monitor behaviour, attendance, safeguarding, SEND and disadvantaged pupil outcomes through a coordinated approach to monitoring, enabling leaders to identify barriers early, evaluate impact and respond quickly to emerging needs. - Use quantitative and qualitative evidence—including data, pupil voice, case studies and stakeholder feedback—to evaluate the impact of provision. - Report regularly to governors on equity, inclusion, attendance, behaviour and disadvantage, ensuring robust challenge and strategic support. - Establish a proactive Inclusion Team support cycle for year groups, using regular review of pupil needs, classroom visits and professional dialogue to identify emerging barriers early, agree appropriate strategies and provision, and review their impact. - Use evaluation findings to refine provision, share effective practice and respond quickly to emerging needs and trends.	Autumn 2026: Establish a coordinated approach to inclusion monitoring and a proactive Inclusion Team support cycle, ensuring early identification of barriers and clear leadership accountability. Spring 2027: Embed regular year group reviews, classroom support and professional dialogue; use evidence and governor scrutiny to evaluate provision and refine interventions. Summer 2027: Evaluate the impact of inclusion strategies on pupil outcomes, staff practice and equitable opportunities; share effective practice, report findings to governors and identify priorities for further improvement.	- Leaders identify barriers early and intervene effectively. - Governors have a clear understanding of the impact of inclusion strategies and provide effective challenge and support. - Decision-making is increasingly evidence-informed, enabling leaders to respond proactively to emerging needs and secure equitable outcomes. - Continuous improvement is evident across all aspects of equity, inclusion and belonging.

Evaluation and Review:

- Termly review of attendance, behaviour, safeguarding, SEND and disadvantaged pupil outcomes by SLT and governors.
- Regular evaluation of the impact of Pupil Premium, SEND and pastoral provision through data, case studies and pupil voice.
- Staff, pupil and parent feedback used to evaluate belonging, inclusion and wellbeing.
- Ongoing collaboration with the Local Authority, specialist settings and external agencies to review provision and strengthen inclusive practice.

