



CLINTON PRIMARY SCHOOL
SCHOOL DEVELOPMENT GOALS
2026-27

Descriptive Goal 1

To increase the number of children who are writing at the 'expected level' for their year-group by ensuring consistently high-quality teaching of spelling, handwriting, grammar and punctuation in lessons, and by improving the quality and outcomes of writing interventions. In addition, ensuring that parents are equipped to support children's progress through well-structured, high quality home learning opportunities.

Current reality:

Data across all Key Stages shows that children are performing well above National Averages in writing at the standard and at Greater Depth. And there has been an upward trend in the number of children writing at Greater Depth in KS2.

	KS1 (%)		KS2 (%)	
National	ARE (60% - 2022)	GD (8% - 2022)	ARE (73% - 2026)	GD (13% - 2026)
2026/27 current position	69	20	84	19
2025/26	73	13	91	34
2024/25	80	30	91	25
2023/24	87	23	90	23
2022/23	80	13	87	18

Children are consistently reaching Early Learning Goals in the Foundation Stage.

Foundation Stage Data (children reaching the ELG in writing)	ELG (%)
2025/26	90
2024/25	84
2023/24	90
2022/23	90

	% of children reaching Stage D (at the standard in KS2) in Writing	% of children reaching Stage D in Reading	% of children reaching Stage D in Maths
Year 1	69	77	73
Year 2	73	87	83
Year 3	75	81	88
Year 4	69	97	100
Year 5	84	88	84
Year 6	91	97	97

This shows that there is a big drop in the number of children on track to reach the standard in writing from Year 4 downwards in particular, and that in other subject areas (other than in Year 5) children are performing better. This is caused by cohort differences as well as less experienced teaching.

KS2 SATs result in Writing and also in Grammar, Punctuation and Spelling, where 91% reached the standard and the average scaled score was 111, shows that teaching over their time at Clinton was extremely effective. This cohort had experienced teaching throughout their time at Clinton, but it shows that the design of the provision for them has been successful.

The children who are not on track to reach the standard are not meeting the requirements for 'spelling', lack coherent sentence structure and their use of punctuation is inconsistent.

Performance Goals	Key term	Leadership roles	Monitoring opportunity	Resource implications
a. To find ways to increase the amount of practise of specific 'secretarial' writing skills during the school day for cohorts where significant numbers are not on track. This will include maximising opportunities in a range of subjects.	1	AM	Timetabling evaluation / staff interviews	NA
b. To establish a precise picture of the quality of teaching of the elements which are holding children back from being at the standard in writing.	1	AM / SP	Observation of English lessons	NA
c. Teachers to all deliver a writing intervention per week.	1	AM / SP	Staff interviews / monitoring of these actually happening	NA
d. Writing interventions (including those taught by teachers and TAs) to be co-designed with English lead, with a clear plan for how what is learnt is translated into their every day writing.	1/2	AM	Observation of intervention to measure impact	NA
e. Professional development time for teachers with English Lead to develop planning which enables clear focus on the skills those who are not on track are lacking.	2	AM	Observation of 'shared planning'	NA
f. TAs to be trained more specifically on how to support children to embed writing skills. There will be more interactions and higher quality interactions.	2	AM	Observation of training session	NA
g. Assessment methods developed so that it is clear that interventions (and teaching) are having an effect.	2	AM	Evaluation of assessment methods	NA
h. Regular evaluation and teacher discussion to solve problems together within staff meetings to occur (with this supplemented with time spent with English lead).	1/2/3	AM	Governor monitoring these	NA
i. To establish a 'standard operating procedure' and 'level of expectation' to ensure writing in 'other areas of the curriculum' requires full attention to 'secretarial skills' – where children have the opportunity to use those skills often.	1	AM	Governor learning walk	NA
j. To establish effective 'teacher modelling' in writing as a core part of each day's English / extra curricular lessons.	2	AM	Observation	NA
k. To develop an 'editing for' focus to hone in on specific areas of 'writing craft' each half term, which will be used in extra-curricular areas.	1	AM	Book scrutiny / learning walk	NA

l. Revisiting the cognitive load children are dealing with in writing lessons, structuring their writing appropriately to develop the core writing skills.	2	AM	AM / HJ	NA
m. To establish reasons for the difference in performance between boys and girls in writing at KS2, and to address those.	2	AM	Data analysis	NA

Numerical Goals:

To increase the number of children per cohort working at the standard by at least 2 per class.

For the lowest attaining 10 children to demonstrate tangible improvement in spelling in context

For 80% of parents to be supporting home learning initiatives aimed at boosting writing

For 100% of observations of interventions and lessons incorporating ‘secretarial’ aspects of writing to be demonstrating core elements of training and to be of at least ‘good’ quality.

For 100% of TAs to say they feel confident to support writing lessons.

Descriptive Goal 2

Through 1:1 coaching, to enhance the work of TAs so that interventions and class TA work has a stronger impact on children's outcomes. TAs will feel more confident in the job they are doing and will focus more the sustained impact of their work and how they can influence that. Children will be more independent and will be more successful in each session.

Current reality:

TAs have a high skill level. Many have degrees and some have teaching qualifications. TAs have had a good degree of training, often from SEND professionals but also in house.

Most TAs have been at Clinton for many years and they are in roles where they are confident and have significant experience.

The role of TAs is often changing, educational pedagogy and children's needs are better understood. TAs have a large number of interactions with children each day and they represent a huge investment of the school into our support of children with additional needs. Investing in their professional development will strengthen that investment.

Several TAs fed back that they were keen to receive feedback in order to do their role well – and many reflected on the importance of their roles on children's outcomes, wanting to do the best they can.

Performance Goals	Leadership roles	Monitoring opportunity	Resource implications
(a) Senior Leaders involved in delivering coaching are fully trained and confident to deliver coaching sessions with the GROW or iGROW model.	SP	Interviews with staff	NA
(b) Timetable set whereby every TA has a 30 minute coaching session each half term in dedicated time without interruption.	SP / GV / AM / HJ	Timetabling check	NA
(c) TAs will be setting their own very clear goals with support from their coach, and these will start with the highest priority they have.	SP / GV / AM / HJ	Interviews with TAs	Time / overtime
(d) Follow up coaching sessions will incorporate 'evidence' of their work – observation / children's work / their own feedback in order that they have a clear 'reality' of how they are progressing towards their target.	SP / GV / AM / HJ	Interviews with TAs	Time / overtime (£1000 estimate)

(e) There will be brief records kept of the 'next steps' TAs set as part of their determination to meet their goals.	SP / GV / AM / HJ	Interviews with leaders	NA
(f) Leaders delivering coaching will be given further support on the process so that they can feel they are becoming more effective in their role.	SP	Interviews with leaders	NA
(g) TAs will reflect positively on the impact coaching has had on them, with governors, to support the evaluation.	SP / GV / AM / HJ	Interviews with TAs	NA
(h) Teachers will report TA performance in class improving, with lesson observations / drop-ins also showing strong TA support.	SP / GV / AM / HJ	Observations	NA
(i) Observations of interventions will show TAs demonstrating development in their practice.	SP / GV / AM / HJ	Observations	Time out of class cost to cover

Numerical Goals:

90% of goals that TAs set themselves are met – in the sense that TAs feel they have made a tangible and sustainable improvement in their role.

90% of TAs feed back positively about the process and say they have developed their practise as a result.

90% Observations of TAs in class and in interventions show effective practise

Descriptive Goal 3

To develop subject leadership so that the excellent curriculum provision we have designed evolves and so that the teaching of the subjects improves from an already high quality starting point.

Performance Goals	Key term	Leadership roles	Monitoring opportunity	Resource implications
Staff meetings will often involve developing the skills subject leaders need to do each of the steps, followed by time to work on them, with support.				
(a) 'Generic teaching expectations' (ie these being the same process in each lesson) for children's skills / knowledge development are met by each teacher.	1	SP	Book scrutiny / learning walks	NA
(b) The visions for each subject are reviewed and strengthened in the light of the new Clinton strategy.	1	SP	See how visions have changed	NA
(c) Levels of engagement in the subject content evaluated by each subject leader.	2	SP	Pupil voice; book scrutiny	NA
(d) Each subject undertakes a structured audit of how well children are doing in their subject, matched to the intent / vision.	2	SP	Governor observing the process	NA
(e) With support, subject leaders refresh the 'core knowledge and understanding' we want children to have once they have been taught it.	2	SP	New content reviewed	NA
(f) Assessment methods used in each subject reevaluated by each subject leader and changes proposed.	3	SP	New systems evaluated and seen in action	NA
(g) Monitoring of books versus teaching intentions (plans) will provide areas to develop for subject leaders.	2	SP	Book scrutiny / staff interviews about the quality of work / learning	NA
(h) SLs will evaluate from assessments undertaken the standards children are reaching.	3	SP	Data analysis	NA
(i) From 'areas to develop' gathered from subject leaders, staff meetings will be used for 'future planning' to support teachers to strengthen their delivery.	2/3	SP	Staff meeting drop-in to see quality of leadership	Teachers attending courses if available.

Further Areas for Development	Objectives	Personnel taking the lead	Link Governor
Critical Thinking	To establish a strategy for to further develop teaching in a way which encourages questioning, problem solving, fact checking and curiosity.	SP	
Benedict's Law	Ensure we comply with benedict's law	SP	RB
Development of teaching in the Environmental Area	To continue to plan for and deliver engaging lessons which enthuse children, in the Environmental Area.	CP	
Single Equality Scheme	Reevaluate current scheme and make good progress towards plans established.	Sam Pater / Hazel Jackson	NN
Inclusion strategy	Ensure there is an inclusion strategy on the school website by end Dec 2026; and that we state how we're spending inclusion funding.	SP / HJ	NN
GDPR	Continue training to update staff understanding of GDPR regulations	SP	EM
Pupil Premium	Ensure PP planning and structured conversations include pupil voice and reflection of and planning for improvement in wellbeing.	AM	KH
RE	Review, as part of the subject leadership work, the RE lesson rollout resourced by Kapow.	JB	
Fundraising	Look for grants to support with exciting resources and the development of a 'community hub / intervention / small group space'.	SP	
Reducing Carbon footprint	Further develop a solution for use of air source heat pumps – or equivalent in order	SP	Property team
Curriculum teaching and assessment to be embedded	Subject leaders to monitor and support teaching, as well as to ensure good resourcing. Assessment methods to be refined to ensure they are efficient and that there is a clear outcome for children who are not on track to achieve.	All subject leaders	