Sealand Primary School | SDP Overview 2026–2027

Page 1: Our 3 main priorities this year

These are the key areas we are developing across school in 2026–2027. (D1,D2,D3)

This overview is a quick guide. It highlights the main priorities and what they should look like in everyday practice.

D1 Oracy
Main focus: Improve speaking and listening across the school, with a particular focus on early communication in Progression Step 1.
Staff will: Use purposeful talk and model vocabulary throughout the day. Staff will develop and use the agreed oracy progression framework and assessment checklist, supported by whole-class oracy training. In PS1, develop language-rich provision; Reception is taking part in the OxEd trial. TalkBoost and a parent workshop are also planned.
We should see: Pupils speaking with more confidence, widening vocabulary and sustaining conversations. The SDP aims for a 15% increase in pupils achieving age-appropriate oracy outcomes.

D2 Reading
Main focus: Improve reading across the school, particularly higher-order reading skills in Progression Step 3.
Staff will: Use the reading progression framework as it is introduced. Teach fluency and vocabulary alongside inference, deduction, prediction and evaluation, and encourage pupils to justify answers using texts. PS3 staff will develop reciprocal reading, Reading Progress interventions and cluster work. Years 3 and 4 are taking part in the RILL trial, with impact reviewed in January.
We should see: Pupils making progress from their starting points, using evidence to explain answers and applying increasingly challenging reading skills across the curriculum.

D3 Independence
Main focus: Develop pupils' independence so they increasingly lead the direction of their own learning.
Staff wiil: Help establish consistent independence routines. Give pupils meaningful choices, accessible resources and opportunities to solve problems, reflect and persevere before asking for help. Develop use of the hall as an additional space for pupil-led learning and choice, alongside partner-school and NAtE work.
We should see: Pupils starting and managing tasks, persevering with challenges and explaining their learning and next steps. Monitoring will look for meaningful pupil decision-making.

Whole-school message: These priorities are not extra jobs. They should be visible through everyday teaching, provision, routines and pupils' experiences.



Page 2: Areas we are continuing to embed (E1, E2, E3)

These are not new priorities. They are important areas where we are building on previous work and improving consistency.

E1 Mathematical Proficiencies
Main focus: Continue embedding the five mathematical proficiencies in teaching, learning and assessment.
Staff will: Continue using progressive three-week maths units and rich tasks linked to the five proficiencies. Encourage pupils to explain, justify and compare strategies; take part in termly maths moderation.
We should see: Pupils choosing effective strategies, explaining their thinking and showing resilience when solving problems.

E2 Attendance
Main focus: Improve whole-school attendance and reduce persistent absence. Whole-school target: 91.0%.
Staff will: Follow attendance and punctuality procedures consistently, highlight concerns promptly and support positive messages to families. Leaders will review attendance weekly and work with the LA to support pupils at risk of persistent absence.
We should see: Improved attendance overall, reduced persistent absence and better attendance for vulnerable groups.

E3 Welsh Oracy
Main focus: Strengthen pupils' confidence and increase the everyday use of Welsh across the school.
Staff will: Model Welsh in daily routines and learning, encourage pupils to initiate familiar exchanges and make opportunities to use Welsh outside formal lessons. Take part in Welsh oracy assessment/moderation and support Criw Cymraeg.
We should see: More pupils using Welsh confidently and increasingly speaking Welsh spontaneously around school.

Key points

- Our main priorities are Oracy, Reading and Independence; Maths, attendance and Welsh oracy are areas we are continuing to embed.
- Staff should know how their practice supports the SDP. Progress is reviewed through learning walks, book looks, pupil voice, data and pupil progress meetings.

Progress since our last Estyn inspection (2019)

R1 – Attendance and exclusions: Exclusions have reduced through early intervention and pastoral support; improving attendance remains an ongoing focus.
R2 – Monitoring pupil outcomes: Learning walks, work scrutiny, pupil voice and progress reviews now give a clearer picture of the impact on pupils.
R3 – Strengthen the governing body's role in challenging school improvement: Governors are increasingly involved in monitoring and evaluating school improvement, providing greater challenge and support to school leaders. Continued training and development remain ongoing.

