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Shaftesbury Abbey CEVA Primary School Development Plan

 **2025-2027**

**Being the Best we can Be, Living and Learning in Tune with God**

**‘I can do all things through God who strengthens me’ Philippians 4:13**

**October 2025 Update and review of actions**

| School context |
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| Number of pupils on roll | 203 | Number of pupils eligible for pupil premium | 32 | Number of pupils with an education, health and care (EHC) plan | 7 |
| Pupil achievement for whole cohort (e.g. average progress scores for Key Stage (KS) 2 |  | Most recent Ofsted grade | Good, 2022 | Staff turnover for the previous year | 1 TA replaced, 1 moved away out of a total of 29 staff |
| Overall absence | 4.9% 24/2025 | Persistent absence | 13.4% 24/25 |  |
| Key Ofsted actions from last report | 1. Maintaining the full breadth of the curriculum throughout Key Stage Two
2. Ensuring depth of learning across all subjects
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| Key staffing areas of issue (e.g. temporary posts, staff receiving support) | Settled staff team in the new academic year with four new TA appointments. More children are applying to come to our school with SEND than we usually have, putting additional pressure on the deployment of our support staff without the necessary funding to cover the support needed. The extra staffing in the Nest has now been set up on a more permanent basis than last year. |
| Budget information (e.g. free reserves, in-year surplus or deficit, 3 year projections) | Budget for 2025-26 has a small surplus (£21, 200) going in to 2026-27. Planning to increase the carry forward through the year as we did in the previous year. Staffing changes being phased in to move towards an in-year balance in the next three years, but the increase in children needing specific support makes this a challenging objective to achieve. |
| Key performance indicators for the next 3 years | * Higher KS2 Attainment in Writing than we saw in 2025 KS2 SATs results. Increase in Phonics Threshold percentage from 2025 level in Year 1.
* Inclusion model that meets the needs of all children in our care
* A closer relationship with other schools in our collaboration that leads to school improvement here and in their schools, and upskills our staff in their leadership capabilities.
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| OBJECTIVES FOR 2025-2027 |
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| Objective 1 | Raise attainment in English and Reading across the school, at the end of the EYFS, in Year 1 and 2 Phonics results, in Year 6 SATs and through all other KS2 classes’ Reading, Writing and SPaG results.  |
| Objective 2 | Raise attainment in Maths across the school, at the end of EYFS, in the Year 4 Multiplication Tables Check, the Year 6 SATs and in all other classes termly and ongoing assessments. |
| Objective 3  | Build on the excellent reputation for Inclusion at our school so that children of all abilities and needs make maximum progress while in our school. |
| Objective 4  | Develop our collaborations with other schools and Hubs, links with Dorset LA and Salisbury Diocese Board of Education so that our school can use external advice and support to continue to raise standards in EYFS, Phonics, KS1 and KS2 so that all or nearly all measures are at or above the National average by July 2027.Learn from and implement the new Frameworks for Writing, EYFS and Ofsted from Autumn 2025 onwards. |

| Objective 1 : Raising attainment in English and Reading across the school, at the end of the EYFS, in Year 1 and 2 Phonics results, in Year 6 SATs and through all other KS2 classes’ Reading, Writing and SPaG results.  |  |
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| TARGET | ACTIONS | EVALUATION | WHO IS RESPONSIBLE | WHEN IT IS TO BE ACHIEVED BY | COST | CHALLENGES WE MAY FACE | REVIEW |
| To Work with the English Hub to improve the percentage of children passing the Phonics Threshold in Year 1 and Year2 | Reading Leader to work with teachers and TAs to ensure that the work children do in school and at home is preparing them well for the Phonic Check.Reading Leader to see excellent teaching of Little Wandle in a Champion School, and report back to staff here.Staff in Reception, Year 1 and Year 2 to monitor and find new ways to encourage regular engagement with reading from all parents and carers. Staff and volunteers to give additional support to children who are not getting regular help with reading at home. | Children identified as needing intervention get targeted support in school and (if possible) at home.Changes put in place as a result of visit and feedback to staff.Reading records are monitored by SLT in Spring 25 to set a benchmark. Action is taken. SLT to track the progress and levels of school-based one to one reading of key children who don’t get support at home. | CD, MxS, LS and CMCD, MxSCD, MxS, LS and CMVW | Summer 25Summer 25Spring 26Summer 25 | -£250-- | Keeping our fidelity to LW whilst using our professional judgement to help children learn in the ways most appropriate for them.Champion school is in Southampton, a long way to travel.Such action can sometimes lead to short-term improvements in parental engagement with reading, but it’s much harder to make long-term changes. | Extra interventions inplace every afternoon.Too far to travel,now planning to visit a more local school.English Leaders have worked on engagement in Reception and are planning a school-wide reading project for the year ahead.VW has worked with keyChildren in the lowest 20% of readers to check that they are reading the right books and being heardfrequently.  |
| To increase Reading Fluency throughout the school, increasing comprehension and reading speed.To research and trial the use of a new Scheme of Work for EnglishIdentifying and challenging potentially High Ability readers and writers so that they achieve Greater Depth in English | * SLT to research the most effective methods to increase Reading Fluency
* Staff and volunteers to record Words Per Minute during some individual sessions
* Children in Year 5 and 6 to complete short, timed comprehension tasks in the same way we do Fluent in Five in Maths.
* Engage with the Reading Partners Programme
* English Leaders to find out what works well in other schools and look at possible new Schemes of Work for English and SPaG, to try out in classes within our school.
* Teachers to look at and discuss Schemes of Work such as Write Stuff, Literacy Shed or Hamilton Trust.
* Teachers, English Subject Leaders and SLT to examine the quality of writing before and after the use of a new English scheme.
* Teachers to raise expectations for the previous HA children, working with this group on more challenging texts and focusing on the hardest comprehension questions.
 | Children will be able to complete Reading Assessments within the allocated time. SLT to collect baseline data from Autumn 24 Y6 Reading assessments and compare in Autumn 26.Increase in Reading Age and comprehension level for readers on this schemeScrutiny of English books will show increased range of writing. Interviews with children will show that children are highly engaged in English lessons and are keen readers and writersThe percentage of children working at GD in Years 4,5 and 6 will increase from 15-20% to 25-30% | SHMSMS | Spring 2025Summer 25Spring 26 | -£1500- | Children who have not met the Phonic Check threshold will find it hard to increase their fluency until their phonic knowledge is secure.New schemes of work can involve investment in expensive resources and may involve significant changes to the structure of the school day, which could impact on other priorities.Staff would need additional time to prepare and deliver specific work for this group. | WPM has been assessed And recorded for a sample of children through theschool so that progresscan be measured.Research has been carried out using the EEF. Strategies are being introduced next term.This is being done in Year 5 and 6The RPP has been a highly successful intervention for somechildren who have shown rapid increases in reading scores.Staff have used and reviewed The LiteracyShed in the past two months. It has worked well for spelling and in teaching more of the English curriculum through realbooks, but there are concerns from teachers about progression which means we will continue to try out other schemes.This has been done by our English Leaders and link governorStaff Meeting time has been used for this. This is underway, quality of writing has been looked at by leaders and a governor this year. Assessments have been monitored for GD writingin all year groups. |

| Objective 2: Raising attainment in Maths across the school, at the end of EYFS, in the Year 4 Multiplication Tables Check, the Year 6 SATs and in all other classes termly and ongoing assessments. |  |
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| TARGET | ACTIONS | EVALUATION | WHO IS RESPONSIBLE | WHEN IT IS TO BE ACHIEVED BY | COST | CHALLENGES WE MAY FACE | REVIEW |
| Raising attainment in Maths in EYFSUse of online assessment to better match the White Rose Scheme of Work, identify areas of strength and weakness in the class and give teachers more accurate feedback on the progress individual children are making. | * Early identification of children with lower than expected Maths skills. Interventions delivered by staff or volunteers to raise attainment and confidence in Maths.
* Maths leaders to research and trial online assessments, reporting back to the staff after the trials.
* All classes to use the online testing resulting from the trials.
* Year 4 staff to use online multiplication assessment to prepare children for the MTC in the Summer term
* Year 6 staff to use online learning, including AI, to help children identify their own areas for progress ahead of the Year 6 SATs
 | Comparison of End of EYFS assessments before and after this work.Children will be more confident in the methods of calculation and problem solving used in WR Maths, leading to increased percentages at ARE and GD through Year1-6 | MxSHB and LS | Spring 26Autumn 25 | £300£229 per year | The main focus in EYFS is on developing the Personal, Social and Emotional aspects of the children. Without these in place, progress in Maths will be reduced.Online assessment requires good computing and keyboard skills for all children and reliable hardware for it to run on. Those who have lower skills in this area may get lower scores than they would in a paper assessment.Additional adults may need to be timetabled to provide support to children taking these assessments. | Staff delivering effective Interventions in Yr RAssessments show Progress from childrenComing in with lowestMaths ability.SLs have introduced onlineMaths assessments in Years 1-5 in Aut/SprAssessments.Younger children haveNeeded more support With keyboard skills toAccess tests.Y6 staff concerned that Children need t do paperTests to prep for SATs.Benefits – reduced Marking load. Instant Analysis of classes. NoPaper or printing costs and Good for env.Children will get used toIt.Maths volunteers Recruited.Y4 using onlineSites such as TTRockstars and PurpleMash to prepare forMTC. |
| Improving the effectiveness of home learning in Maths | * Subject Leaders to research the most effective methods in home learning, staff to try them out. Parents to be asked about and involved in any changes made.
 | Children and parents will report that Maths homework is more helpful to them in achieving their goals. | HB and LS | Autumn 25 | - | Not all children have access to devices at home to access online learning resources. | Staff meeting time has been used to look at and discuss the effectiveness of Mathshomework. |

| Objective 3: Building on the excellent reputation for Inclusion at our school so that children of all abilities and needs are able to thrive in our school. |  |
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| TARGET | ACTIONS | EVALUATION | WHO IS RESPONSIBLE | WHEN IT IS TO BE ACHIEVED BY | COST | CHALLENGES WE MAY FACE | REVIEW |
| Develop the Nest as our inclusion base for the school. | * Timetable skilled staff to be in the Nest during the school day
* Identify times when children should be in the Nest for their learning. SENDco to work with class teachers to develop personal learning plans for children using the Nest.
* Improve the resources and storage in the Nest to make them suitable for the children and for Bluebirds club.
 | Children are getting their individual needs met and making good progress in this facility. | MS and SH | Spring 25 | £20 000 | The funding for this provision is currently coming from a temporary grant for children who have been allocated a special school place but are in mainstream schools. | Children are Learning in the Nest. They areHappy and well-Supported.Fixed team ofStaff since Jan25. TrainingSupport from TADDiSStorage improved. |
| Create opportunities to extend learning for children who are identified as being at Greater Depth in core or Foundation subjects. | * Challenge and extend children at GD within the class during teaching
* Staff or volunteers to work with groups of GD children on special projects.
* GD home learning to be set for children working above ARE.
* Pupil interviews to ask them what works best for them.
 | School diary and projects will show how data on GD children is used to give special opportunities to particular children. | MS, SH and VW | Aut 25 | £500 | Finance will be needed to release staff to work with groups on special projects. With 13 subjects, only a few can be covered each year. | Unable to fund Staff to take GD groups currently.Volunteers Supporting with this work.GD being supported in Classes. |
| Staff Training to improve the quality of teaching for children with SEND | * School to work with the PINS (Partnerships for inclusion of Neurodiversity in Schools) project to access staff training in Neurodiversity
* School to work with Specialist Teachers to train staff and support our work with children.
* Classrooms to be adapted to meet the needs of children with SEND (such as ASC, ADHD or Dyslexia)
* Staff to be trained in using the Storm Surge resources
 | Diary will show where staff have attended training and disseminated it to other staff during staff meetings and INSET sessions. | SH and MS | Summer 25 | £1000 | Cover will be needed for staff to attend PINS training. TAs will need to be paid to attend internal staff training sessions’Class adaptations for children with ASC may conflict with the needs of neuro-typical children in the class. | PINS project Pilot has come to a close. WeHave accessed Training and Advice. It mayContinue this Year. |
| Use of new screening tools to identify Dyscalculia  | * SENDco to identify Dyscalculia and put in place programmes to support children identified.
* Support staff or Maths volunteers to run interventions to support identified children.
 | Data form assessments and resulting interventions | SH | Summer 25 | £800 | More TA time will be needed to train for and carry out new interventions. Volunteers will need specific skills to carry out this work. | Screening in useAlongsideDyslexia Screener. |

| Objective 4: Develop our collaborations with other schools and Hubs, links with Dorset LA and Salisbury Diocese Board of Education so that our school can use external advice and support to continue to grow and thrive within the current educational landscape. |  |
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| TARGET | ACTIONS | EVALUATION | WHO IS RESPONSIBLE | WHEN IT IS TO BE ACHIEVED BY | COST | CHALLENGES WE MAY FACE | REVIEW |
| Developing the strength and effectiveness of our North Dorset collaboration so that all six schools improve in key areas of focus, and our staff grow as leaders in education through the Schools Partnership Programme. | * Train teachers and senior leaders as Improvement Champions and Peer Reveiwers.
* Carry out Reviews in other schools within the North Dorset collaboration
* Host a review at our school and carry out the actions identified.
 | Future school developments will be informed and supported by SPP visits. | MS and SPP trained teachers | Summer 25 | Training funded by Local Alliance Group bid | Releasing staff to visit other schools and attend further training sessions. Keeping the focus on existing SDP areas rather than changing to other unforeseen priorities. | Staff Trained 5th Nov 24Reviews and workshopscarried out in all 6 schools.Maths review here has Lead to changes in the Way lessons are plannedAnd delivered. 90 day Review will be on 5th June. |
| To work closely with Diocesan advisors to further develop our school as a deeply Spiritual, Christian environment where children and adults flourish. | * Attend SIAMS SEF writing course with SDBE advisor
* Enhance our Spirituality through explicit teaching and implicit actions.
* Use our PSA subscription to work with our link advisor to improve in SIAMS areas
* Attend SDBE courses.
* Carry out actions from our SIAMS SEF
 | SIAMS inspection will find that the school is successfully operating as a Church of England primary school. | MS, VW and SH | Autumn 25 | - | Maintaining a high priority for this work alongside all the other actions in the SDP. | Course was cancelled byDBE. Advisor visit on27th March has given usefulActions, mostly aroundIncreased work on the ‘other Religions’.VW has attended RE network Meetings and met withHazel Baines, RE SpecialistTo help with the PSA Actions. |
| Engage with our Education Challenge Lead from Dorset LA to support the developments within Subject Action Plans and the SDP. | * Work with the ECL to carry out a SEND review and act on findings
* ECL to work with Maths leads to improve provision and assessment.
* ECL to carry out Reading learning walks with Governors and SLT.
* ECL to work with Governors to help them carry out their monitoring roles effectively.
 | School improvements and monitoring will be more effective with the support and challenge from the ECL | MS | Summer 26 | - | Keeping our focus on the key priorities identified in this plan | SEND Review Completed with ECL over 2Visits.ECL worked with MathsLeaders over 2 visitsReading LW was postponedBy ECL.Session on 15th Jan.ECL also did HTPM. |
| Work with the English Hub to train staff and improve our provision. | * Use resources and training opportunities from the Hub to improve Phonics teaching and learning
* Consult with the Hub over changes to the English scheme of work
 | Improved phonics and English results | All Teachers and Teaching Assistants | Spring 26 | - | How to improve phonics provision without loosing fidelity to the LW scheme. |  |