

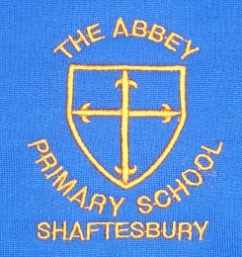
**Being the best that we can be**

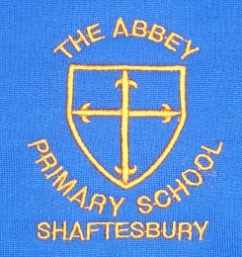
**Shaftesbury Abbey CEVA Primary School**

**School Development Plan**

**Living and learning in tune with God**

**2020-2022**





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| **Action** | **Completed** | **Ongoing** | **In progress** | **Requires urgent completion** |

**Target 1**

To improve our early Reading provision and our Reading offer for older children, and improve the quality of Writing across the school

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| Current position | Success criteria |
| **Current position, September 2020 (results are all Teacher Assessment as no external testing took place) -**  **Attainment at the end of the Foundation Stage increased from 58% GLD in 2018 to 70% in 2019 and 83% in 2020. We have moved from being well below the National Average (72%) to being well above over these three years. Attainment in Reading has increased from 78% in 2019 to 87% in 2020. Writing has increased from 78% to 83%.**  **The Phonic Check results in Year 1 have also shown an improving trend. We aim to be consistently at or above the national average. The 2019 result at 67% was 16% below the national average. In 2020, the percentage increased to 83%, in line with National average.**  **At Key Stage One, Reading increased from 67% in 2018 to 81% in 2019 but has fallen to 64% in 2020. Writing increased from 67% to 74% in 2019, but went down to 58% in 2020 and Maths from 73% to 74% and down to 58% in 2020. This cohort had very low results in Reception and Year One and continue to be assessed as well below the National Average. Additional staffing and intervention is planned for them in Year 3, where their progress will continue to be closely tracked by the SLT and governors.**  **The Key Stage Two results were not as high as the previous year, but still above national average in all areas. In Reading, 88% at ARE and 28% GD, compared with 90% at ARE and 47% GD in 2019. Writing at 80% ARE, 16% GD in 2020 compared to 83%/28% in 2019.**  ***In Spring 2020, we identified the following areas of priority, in line with the new Ofsted Framework:***   * ***Reading and Phonics*** * ***SIAMS Areas and new vision statement*** * ***Governor Monitoring programme*** * ***Home engagement with learning*** * ***Links with Pre-school*** * ***Key Stage One moderation support*** * ***Curriculum Intent*** * ***Times Tables (Y4 MTC)***   ***These areas will be embedded in this School Development Plan.***  ***Alongside the priorities in this plan, we will continue to decide the best way forward for the school by talking to existing and new Academy Trusts and other networks of schools.***  ***We will also support our children emotionally and academically as they return from up to half a year out of school.***    **Target 1a). To review and re-organise reading books in Reception and Year 1 so that the books taken home by children match the phonic phase they are working on.** | * Attainment and progress in Reading and Writing for all groups of pupils at the end of the Foundation Stage, Key Stages 1 and Key Stage 2 is in line or above National averages * Attainment in Reading and Writing for all groups of pupils in year groups 1, 3, 4, and 5 show trajectory to meet or exceed national expectations at the end of each Key Stage. * All groups of pupils make good or better progress regardless of starting point and / or circumstance * 100% of teaching and learning is judged “Good” or better * 25% of teaching and learning judged “Outstanding” |

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| Action | Timescale | Monitoring/evidence | Budget/Time | Impact/Review |
| To go through all reading books to select those that are banded by phonic phase. Those that are not will be used in the colour-banded scheme or used as additional reading resources. | September 2020 | English Leader/Governor | Inset Days, release time and staff meeting time. | Children will read books that reinforce the phonics they have been learning, improving reading and phonic confidence |
| Purchase new reading resources for Reception and Year 1. | October 2020 | English Leader/Governor | £500 | There will be plenty of books for all children needing them at each phase. |
| Create new storage in Reception and Year 1 for books at each phonic phase. | October 2020 | English Leader/Governor | Inset Days, release time and staff meeting time. | Books will be easily accessed by children and staff. |
| Explain to parents the way the books match to the phonic phase, through letters, Tapestry and meetings. | October 2020 | English Leader/Governor | Meeting with Reception and Y1 parents. | Parents will be better placed to support their children in the most effective and efficient ways so that they develop good reading and phonic skills hand in hand. |
| Increase parental engagement with home-learning related to Reading in Reception, Year 1 and Year 2. | November 2020 | HT to follow up with any families who don’t engage with reading at home. | HT time | Children will have an equal chance of succeeding in reading and phonics if all parents are engaged in home learning. |

**Target 1b) To build on and develop our drive towards every child being a keen, independent reader in all classes through the school so that our strength in Reading continues to be a significant feature of our school.**

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| Action | Timescale | Monitoring/evidence | Budget/Time | Impact/Review |
| Review and improve the reading books offered to children for independent reading in every class. | Sept 2020 | English leader and Governor | £500. Inset Days in September and staff meetings | More children will willingly read at home and at school leading to improved reading and comprehension skills, and subsequently improved writing. |
| Develop the school library so that children can take home high-quality fiction and non-fiction, and use the library for reading sessions during the school day. | July 2021 | FAP Govs | £4000 | Children will have access to more great books to take home, and will have an inspiring space in which to read them. |
| Increase parental engagement for children in Key Stage Two with reading activities at home. | March 2021 | SDG | Staff meeting time | Parents will help children to be independent readers, so that reading and writing skills improve. |
| Identify and implement interventions for children who have reading ages below their chronological age. | Sept 2020 | SENDCO and Inclusion Governor | SENDCO time | No child will be left behind in reading ability. |
| Introduce Reading VIPERS across the school. Classes read a class book together and answer comprehension questions on the six areas of the scheme – Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequence/Summary (depending on age). | Sept 2020 | SDG | £140 subscription to The Literacy Shed. | Reading comprehension will improve through the use of challenging texts with whole classes. |
| Develop ways in which more-able readers can be encouraged to read more challenging books through book lists, reading groups and author-specific reading materials for each class. For example, a term where a year group all read books by Michael Morpurgo, linked to the VIPERS scheme. | Jan 2021 | Inclusion Governor | Staff Meeting time.  Release time for Subject Leader. | More children will reach Greater Depth in Reading, and subsequently in Writing. |

**Target 1c) To improve the quality of Writing throughout the school so that all children are able to express themselves both creatively and factually; using rich vocabulary and content, confident punctuation and grammar, accurate spelling and neat, legible, joined handwriting.**

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| Action | Timescale | Monitoring/evidence | Budget/Time | Impact/Review |
| Build on our ‘Big Write’ sessions so that writing is valued and enjoyed in all classes and by all children. Display examples of writing from all year groups. | Oct 2020 | English Governor | £200 | Writing standards will improve if children feel their work is special and valued by the school. |
| Ensure that all classrooms are ‘vocabulary rich’ environments, through the displays in each room, the language used by staff and children and the curiosity around new words engendered through , class discussions and the use of dictionaries and thesauruses within lessons. | Nov 2020 | SDG | Staff Meeting and Inset time | Children will enjoy learning and using new words, therefore recognising them in texts and using them correctly in their writing. |
| Monitor the teaching of grammar and punctuation in all classes, introducing new resources and training where needed. | Oct 2020 | English leader and HT | Release time and HT time | Children will build up G and P skills through every class, using them in Writing and Reading comprehension. |
| Evaluate the impact of the new spelling programme. Review how it has been implemented and develop the programme for future use. | Dec 2020 | English leader and SENDCO | Release time and SENDCO time | Spelling sessions will be improved and adapted to further improve children’s spelling. |
| Increase the profile of neat, joined handwriting throughout the school through awards in classes and assemblies, classroom displays showing the ‘handwriter of the week’, and the use of structured handwriting sessions for all children in Year 1, 2 and 3, moving to groups needing support in Years 4, 5 and 6. | Jan 2021 | SDG | INSET and staff meetings | Presentation of work throughout the school will improve. |
| Monitor the quality of handwriting and presentation in books throughout the school. | April 2021 | SDG | Governor meeting time | Improvements will be assessed. |

**Target 2**

To Review and Re-design our Whole-School Curriculum so that the Intent is clear and cohesive, enabling progression and continuity through all years in all curriculum areas.

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| Current position | Success criteria |
| The school offers a wide and varied curriculum which is highly valued by children and parents. Themes are used to link curriculum areas, particularly in humanities, English, art and DT. Facilities and resources such as the computer room, ipads, library and outdoor spaces enable enrichment and extension to take place across the curriculum.  Extract from the Outstanding section of the Ofsted framework (page 49)  *The school’s curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school’s curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.*  **Target: To develop an ambitious, coherently planned and sequenced curriculum that is broad, balanced and inclusive.** | * Staff, children and parents will have a clear understanding of the overall intent of our curriculum. * Teaching and Learning across all subjects will have shared goals and progression so that children understand that learning in one area is linked to their overall development. * Children know how they are doing and what they need to do to improve. * Long term plans across all curriculum areas show clear progression and use of appropriate resources to engage and enthuse children and staff. * Children feel inspired to take their learning further at school and at home across the full range of curriculum areas. |

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| Action | Timescale | Monitoring/evidence | Budget/Time | Impact/Review |
| Subject Leaders to develop long term plans and action plans for their subjects and share them with staff and governors. | Spring 2021 | SDG | SL release time | All subjects will be improved so that children learn more effectively across a really broad curriculum. |
| Subject Action plans to be linked to the overall SDP. | Spring 2021 | SDG | SL release time | All subjects will be coordinated in the shared goals within the SDP. |
| Staff to work together to enrich planning in all subject areas. | April 2021 | SDG | Inset time | All subjects will have creative, inspiring planning that will excite our children. |
| Investment in new resources and teaching materials where gaps are identified. Jigsaw PSHE scheme to be purchased and introduced from September 2020. | Sept 2020 | SDG | £3000  Inset time for training and planning. | Resources and schemes of work are refreshed where needed so that children are inspired by all subjects. |
| Staff training in subject areas where skills are not as strong. | Sept 2021 | SDG | £500 | Teaching in Foundation subjects is outstanding for our children. |
| Monitoring of progression in ‘non-core’ subjects by Subject Leaders, SLT and governors. | Dec 2021 | Subject Leaders, SLT and governors | Release time, governor meetings | Children get better in all subjects each year. |
| Development of yearly assessments across all subjects so that teachers and children can clearly see how they have improved in each subject. | Sept 2021 | SDG | Inset time | Progression can be clearly seen in all subject areas. |
| Communication of curriculum intent to parents | Nov 2020 | SDG | HT Time | Parents understand what the school is intending in the design of the curriculum. |

**Target 3**

To strengthen our provision and attainment in STEM subjects, specifically Maths, Science and Computing.

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| Current position | Success criteria |
| The school has a good record of achievement and progress in Maths at Key Stage Two, but doesn’t do as well at Key Stage One. Therefore, we aim to strengthen our provision in Maths in Reception, Year 1 and 2. At the same time, we recognise that in order to maintain and build on our record in Maths at Key Stage Two, we need to increase expectations and develop our Maths teaching in Years 3, 4, 5 and 6.  Over the past two years, work has taken place to improve the Times Tables knowledge of children in Years 2, 3 and 4. Whilst this has been partially successful, there are still approximately 35% of the cohorts starting Year 5 who don’t yet know all their tables.  Mastery in Maths has also been a focus over the last three years. Provision is improving but we have not yet reached our target of 25% of each cohort working at Greater Depth each year.  In Science, there has been a recent change of subject leader. This gives us an opportunity to change and develop the way the subject is taught across the school. The current profile of science is low. Increasing the visibility of science work in classrooms and around the school, scheduling science events and visits each year and bringing in experts to teach specific elements of the subject will raise the profile of science in the next few years.  The school has good resources for the teaching of computing. PCs and ipads are used in the weekly computing lesson. Teachers currently use the Purple Mash computing curriculum. The school is planning to introduce cloud storage and learning through Microsoft Teams over the next year. | |  | | --- | | * The achievement of children in Maths at the end of Key Stage One will reach and exceed National Average by Summer 2022. * Children in Reception and Year One will achieve as well in Maths as they do in Reading and Writing. * The percentage of children getting more than 20 out of 25 in the Year 4 Multiplication Tables Check will exceed 75% by Summer 2022. * Children working at Mastery level (Greater Depth) in Key Stage Two classes will reach an average of 25% across the four Key Stage Two classes by Summer 2022. * Science will become more ‘visible’ in the school, through displays, events and visits by people working in scientific roles. * Children will have their own cloud storage area and will be able to access work at home as well as school, so that assignments can be started in school and continued during home learning. * Children who are unable to come in to school will be able to access learning through Teams. | |

**Target 3a) To improve our provision in Maths across the school so that more children reach and exceed the expected standard in all classes.**

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| Action | Timescale | Monitoring/evidence | Budget/Time | Impact/Review |
| To continue our work with feeder pre-schools so that children come to school with good mathematical foundations. | Feb 2021 | EYFS Governor | Release time for EYFS staff | Children will start school with numeracy skills that are in line with their English skills. |
| Training for staff in Key Stage One and Early Years Maths, either on courses or by delivering training at our school. | Sept 2021 | EYFS Governor | £400 | Children in KS1 will get improved Maths teaching. |
| Use of new Maths interventions in Reception, Year 1 and 2 so that children identified as having less well developed Maths skills can catch up early, before gaps widen. | Sept 2020 | Inclusion Governor | SENDCO Time | Children will get early help in Maths so they can keep up with others. |
| Monitoring and evaluation of the Year 2 Maths curriculum, internally and through external moderation. | Dec 2020 | Maths Leader and Governor | SL and class teacher Release time | Improvements to the Y2 planning and curriculum take place. |
| Identification of new resources and teaching methods in Years 3 and 4 to improve the learning of Times Tables. Structured time each day to work on Tables skills. | Nov 2020 | Maths Leader and Governor | Staff meeting time | Our MTC score will rise from 69% getting 20+ in 2020. |
| Children to work on Mastery level tasks from the start of Maths sessions, not just at the end if they finish ARE level tasks. | Sept 2020 | Maths Leader and HT | Staff meeting time | More Able children will move on more quickly in Maths. |
| New Mastery level resources to be investigated and purchased. | April 2021 | SDG | £400 | More Able children have great resources to inspire them to improve further in Maths. |

**Target 3b) To enhance our curriculum in Science and Computing to raise the profile of these subjects in our school and inspire the children to deepen their knowledge and skills at school and at home.**

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| Action | Timescale | Monitoring/evidence | Budget/Time | Impact/Review |
| Science leader to book in visits from STEM ambassadors and other science related visitors such as the Spark team from Merck. | Nov 2020 | SDG | Release time | Children are inspired by people working in scientific industries. |
| Science club to continue if numbers remain strong. | Sept 2020 | Science Subject Leader | - | Children get a chance to enjoy more science sessions each week. |
| A school science day/event to be held each year. | Jan 2021 | SDG | £200 | Raising the profile of science in school |
| Science training to be held if budget and time allows it. | May 2021 | SDG | £400 | Teachers gain new skills and ideas in science teaching. |
| Science displays to be seen in all classrooms for some time each year. | Sept 2020 | SDG | Inset and staff meeting time. | Children are inspired by science displays. |
| Investigate options for the delivery of the computing curriculum, inviting providers to show staff what their product can do. | Jan 2021 | SDG | Inset and staff meeting time | Children have access to excellent IT resources. |
| Start to use Microsoft Teams in school and for home learning. | Sept 2020 | SDG | Staff meeting time | Children can access work at home during evenings, lockdown or periods of illness. |
| Create cloud storage space for all our Key Stage Two children. | Sept 2020 | SDG | Computing lessons | Children learn to store documents in the cloud and access them from anywhere. |

**Target 4**

To enhance the Christian Ethos and Character of our school

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| Current position | Success criteria |
| The school has strong links with our local churches but will start a period without a vicar again in September. Collective Worship is valued by the children and staff, it’s greatly enhanced by the visits from church leaders and the Open the Book team who not only teach the children about the Bible, but strengthen the links between our school and church communities.  Many of the OTB team are also Prayer Partners, this is an area we would like to develop further during the next two years.  RE teaching has improved during the past two-year cycle. The use of blocked timetabling has enabled classes to really focus on an RE theme and gain deeper understanding of that theme.  The vision and values of the school have been widely discussed and surveyed during the past two years. The result of this consultation has been to keep our vision and values, enhancing them with a link to our unique position as a place of pilgrimage, on the route to Shaftesbury Abbey.  Whilst our school has a distinctly Christian character, we would like to enhance to physical environment to reflect this more explicitly. | |  | | --- | | * A clear vision for the school is articulated, upholding its Christian values * Stakeholders are proud of our school and their views are valued * All staff members take collective responsibility for the education of the pupils * Parents and families are fully included and involved in partnership with the school * The school’s links with the wider community are renewed and strengthened * The profile of the school is raised locally and more widely * The Prayer Partner scheme is strengthened and helps our children to learn about and use prayer. * The school environment has more distinctly Christian features. | |

**Target 4a) Improve the quality of our school environment to include clear displays of our church school status and enhance our SIAMS self-assessment.**

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| Action | Timescale | Monitoring/evidence | Budget/Time | Impact/Review |
| New school garden in the shape of the cross | Sept 2020 | FAP/Foundation Govs | £5500 | Children will have a quiet place to go at playtimes, and will learn about plants and the environment. |
| School displays showing RE work, vision and values | Nov 2020 | Foundation Govs |  | Our vision and values will be clear to all who use our school. |
| Classes to develop and enhance Reflection areas to include opportunities to interact, prayer writing, design and making of a ‘stained glass’ cross. | Sept 2020 | Foundation Govs | £100, Inset Day | Our Christian ethos will be clear in all classrooms. |
| Purchase new rugs and other items with a Christian theme | Sept 2021 | Foundation Govs | £500 | Visitors, children and staff will see that we value our Church school status. |
| Promote the Prayer Partner scheme, putting in place the cycle of prayer links with the church. | Sept 2020 | Foundation Govs | Inset Day | Improved links with our church community. |
| Monitoring and evaluation of Collective Worship leading to improvements such as greater involvement of the children in planning and delivering worship, more opportunities for quiet reflection and children respecting all leaders during worship. | Oct 2020 | Foundation Govs | - | Children feel more involved in CW. |
| School vision and values to be articulated to all stakeholders | Sept 2020 | Foundation Govs | HT Time | All new and existing members of our school community know our vision and values and how we use them at school every day. |

**Target 4b) Other actions to improve our school environment**

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| Action | Timescale | Monitoring/evidence | Budget/Time | Impact/Review |
| Decoration of the Reception block soffits | Aug 2020 | FAP | £600 | Keeping buildings in good condition. |
| Refurbishment of the staff room | Aug 2021 | FAP | £3000 | Staff well-being and upkeep of our school environment. |
| New water supply to Y5/6 | Feb 2021 | FAP | BMIS funding | H&S of children. |
| Blinds/Sails in the corridor behind the Hall so that resources are protected from the sun and groups can work in that space more comfortably. | Mar 2021 | FAP | £400 | Better working environment and protection of resources. |
| Build an outside classroom by the playground for use as a teaching space, shaded area at play times and waiting area for children and parents during clubs and events. | Mar 2021 | FAP | PTFA Project | Additional teaching space and shade area for the children at playtimes. |
| Purchase new staff laptops | Mar 2021 | FAP | £3600 | Laptops getting old and slow, unable to run new software. |
| Purchase 4 more new Interactive Whiteboards | June 2021 | FAP | £10 000 | Current IWBs getting unreliable. |