

Shaftesbury CE Primary School – School Improvement Plan 2025 – 2026

Rationale: The focus of our school improvement plan is to ensure all stakeholders are focused on achievement: outcomes, progress and providing a high-quality education for **all** pupils. Whilst most pupils make at least the expected progress from their various starting points, attainment in some areas remains below national standards. See School Effectiveness Overview.

Impact Statement: By successfully implementing these objectives, Shaftesbury Primary will see a marked improvement in the quality and consistency of teaching, leading to more engaging and effective learning experiences for all pupils. The targeted support for Pupil Premium and SEND pupils will help close attainment gaps, ensuring equitable progress across the curriculum. Improved pupil engagement and attendance will contribute to a more inclusive and supportive school environment, supporting pupils' SEMH needs and raising overall aspirations. Collectively, these improvements will enhance pupils' readiness for end-of-key-stage assessments and foster a culture of high expectations and achievement aligned with OFSTED standards.

Our School Improvement Priorities:

1. Improve the Quality of Teaching to Ensure Consistent High-Quality Learning Experiences Across All Classes by July 2026.
2. Raise Attainment in Core Curriculum Areas (RWM combined) by at least 10% for KS2, Including Pupil Premium and SEND Groups, by July 2026
3. Improve Pupil Engagement and Attendance, Narrowing the Attendance Gap Between Pupil Premium and Non-Pupil Premium Pupils by July 2026 (Attendance levels to be at least in line with national for all groups)
4. Church School: Ensure Spirituality is an Intrinsic Part of the School Curriculum and Part of the Daily Language of the School.

1. Improve the Quality of Teaching to Ensure Consistent High-Quality Learning Experiences Across All Classes by July 2026.

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria.
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Conduct regular, focused learning walks with constructive feedback.	Senior Leadership Team (SLT)	Observation templates - SASTdev, time for observations and feedback sessions	Termly (3 times per year)	Professional development for teachers linked to SASTdev. Feedback given within 1 week of observation and implemented in teaching. Evidence of improved teaching practices in follow-up observations.
Implement targeted CPD sessions focusing on identified teaching gaps - linked to: Walkthrus/SASTdev/Teaching and Learning Principles.	Kelly Fletcher - HoS, External Trainers where possible	Budget for training, training materials, Walkthrus, SASTdev,	Start Autumn 2025, ongoing	All teachers attend a minimum of 3 CPD sessions related to teaching quality linked to individual needs. Teacher self-evaluation shows increased confidence in targeted areas. Knowledge shared between colleagues – staff meetings.
Establish peer coaching and mentoring programme.	Kelly Fletcher - HoS	Time allocation for coaching, coaching training resources	Launch by October 2025, ongoing	All teachers paired with a peer coach. Positive feedback from participants. Demonstrable improvements in lesson quality recorded in SASTdev and through SSF visits and learning walks.
Use and review the Shaftesbury Primary teaching and learning principles.	SLT, Subject Leaders	OFSTED framework documents, rubric templates	By Dec 2025	Teaching quality rubric reviewed and disseminated and used consistently in lesson observations and self-assessments.

2. Raise Attainment in Core Curriculum Areas (RWM combined) by at least 10% for KS2, Including Pupil Premium and SEND Groups, by July 2026.

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
Analyse assessment data to identify gaps in knowledge and skills (see assessment calendar).	Kelly Fletcher – HoS, Gayle Edwards – DHoS, Phase Leaders and Class Teachers	Assessment software, pupil data	Termly	Data reports generated termly Clear identification of gaps for PP and SEND pupils. Data gaps begin to close.
Raise awareness of the term 'disadvantaged' and how we best support these learners.	Kelly Fletcher - HoS, Alice Brown - Inclusion Director, Gayle Edwards - SENDCo and Matt Barge – Executive Headteacher	INSET time allocated HoS meeting Pupil Progress Meetings	October 24 Half Termly Half Termly	SAST focus on disadvantaged and raising attainment. Improved data for primary cluster. Reviewed PP Strategy. Pupil progress data demonstrates the impact of focus on disadvantaged, for all groups.
Implement targeted interventions for pupils with identified gaps (see whole school provision map).	SENDCo	Intervention programmes (evidence based), LSMs	From Autumn 2025	Intervention groups established and regularly reviewed linked to Pupil Progress Meetings. Progress monitored and recorded termly.
Enhance curriculum planning to include opportunities for closing gaps.	SLT, Subject Leaders	Curriculum resources, Cornerstones, planning time	By October 2025	Curriculum plans reflect gap-closing strategies and adaptations. Evidence of differentiated planning

Provide training for teachers on effective adaptive teaching and assessment for learning.	CPD Lead, External Consultants	Training budget, resources	Termly	All teachers complete training Improved scaffolding observed in lesson observations
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3: Improve Pupil Engagement and Attendance, Narrowing the Attendance Gap Between Pupil Premium and Non-Pupil Premium Pupils by July 2026 (Attendance levels to be at least in line with national for all groups)

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
Continue with attendance monitoring systems, with specific focus on PP pupils.	Kelly Fletcher - Attendance Champion, SLT, School Office	Attendance tracking software (Arbor), admin support	Immediate and ongoing	Accurate attendance data monitored weekly. Attendance gap data reported monthly. Parents are well informed of attendance rates for school and their child.
Continue to implement targeted attendance support plans for all pupils. (Attendance Contracts and Panel Meetings)	Kelly Fletcher - Attendance Champion, School Office, LA Inclusion Lead – Craig Dabinet	Resources for family support, external agencies, Early Help	From Autumn 2024	Attendance Contracts in place for all pupils with attendance below 90%, where appropriate. Improvement in attendances rate for all groups.
Promote pupil engagement through enrichment activities and SEMH support. (Mental Health in Schools Team)	SENDCo, Pastoral Lead	Enrichment resources, SEMH specialists	Ongoing	Increased participation in enrichment activities Positive feedback from pupils and parents
Provide attendance incentives and celebrate improvements (weekly assembly and half termly reward).	Kelly Fletcher – Attendance Champion, SLT, Class Teachers	Budget for rewards, certificates	Termly	Attendance gap reduces (termly tracker) - Weekly assembly and rewards

4: Church School: Ensure Spirituality is an Intrinsic Part of the School Curriculum and Part of the Daily Language of the School.

Actions	Person Responsible	Resources Needed	Timeframe	Success Criteria
Whole school understanding of Spirituality as – Connection, Peace of Mind, and Care and Compassion.	Kelly Fletcher – Head of School, Sarah Ware – RE Lead, Class Teachers	Staff Meeting, Assembly time	Autumn 2 and ongoing	Whole school understanding of spirituality as being able to connect with the goodness, wonder and energy of life. Children able to identify how they 'connect.'
To promote reflection and mindfulness (self-reflection and self-awareness)	RE lead, All Staff	Behaviour Curriculum, Adaptations to Cornerstones Curriculum	Ongoing	Improved pupil behaviour. Pupils are self-aware and reflective.
Curriculum planning - class teachers provide opportunities for pupils to think, question, discuss and reflect. A focus on the bigger picture.	Class teachers, Phase Leaders	Cornerstones, Shaftesbury Primary Teaching and Learning Principles	Termly Planning	Learning walks note that children are provided with opportunities to think, question, discuss and reflect.
Continue to foster a sense of community – opportunities to connect with each other. (Church Links, Worship and Rotakids)	Kelly Fletcher – Head of School, Sarah Ware – RE Lead, Class Teachers	Rotakids meetings,	Ongoing	Links to the Church. Rotakids – termly links with the community. Spirituality discussed in weekly assemblies through connection, peace of mind, care and compassion. Class assemblies continue this learning.

