

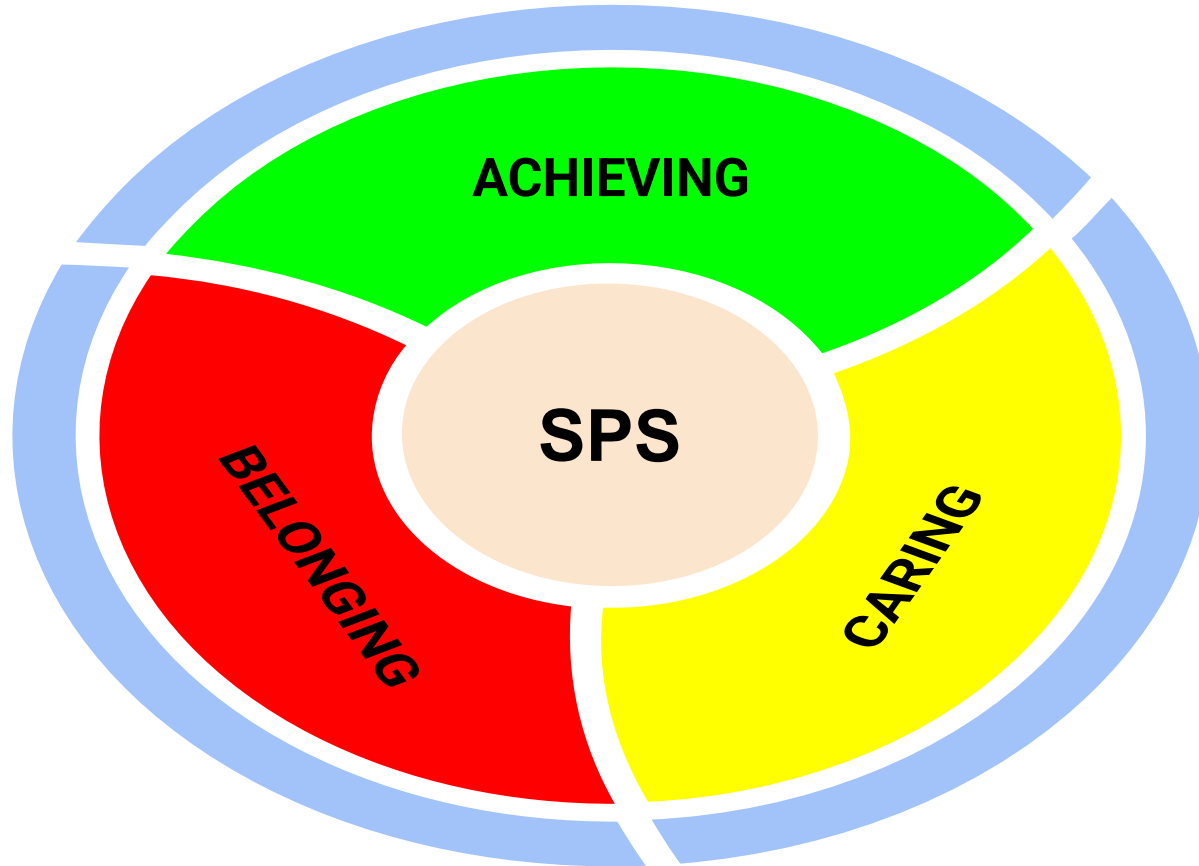


Sherborne Primary School

School Development Plan

September 2026 – July 2027

Our School Motto



Our vision is to grow positive, well rounded, confident individuals who aspire to achieve their full potential whilst showing kindness and compassion for themselves, each other and the world around them.

Sherborne Primary School will fulfil this by nurturing each child through an engaging and bespoke curriculum, where knowledge is at the core; enriching and enlivening the standards set out in the National Curriculum.

SDP 2026 - 2027

SDP No	SDP FOCUS AREA	RATIONALE
1	<i>Achieve - Curriculum and Teaching</i> To improve the consistency, quality and impact of teaching through a strong culture for learning and a structured, StepLab-led professional development model.	Points needing attention from Ofsted January 2026: - Ofsted (Toolkit Pt 3 Curriculum & Teaching) Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and evidence-informed understanding of effective teaching and how pupils learn. - Ofsted (Toolkit Pt 6 Curriculum & Teaching) Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge. - Ofsted (Toolkit Pt7 Curriculum & Teaching) Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary. - Current evidence shows improving consistency, but variability remains. Establishing strong behaviour routines and attendance will enable the full implementation of StepLab, driving consistent teaching, adaptation and impact over time.
2	<i>Belonging - EYFS: Best Start</i> To ensure all children secure strong early foundations through high-quality teaching, provision and early identification of need.	Points needing attention from Ofsted January 2026: - Ofsted (Toolkit Pt 6 Curriculum and Teaching) Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge. - SAST shared principle for all SDPs: Strong EYFS provision underpins long-term achievement - Data indicates that 71% of children have a good level of development from June 2026. Our lowest areas are assessed as number 74% on track, reading 75% on target and writing 76% on track with teacher judgement showing that the children not meeting standard were not school ready in the prime areas initially with slow progress linked to closing SEND and disadvantaged gaps. While good strides were taken through NELI, RWI coaching and Maths Hub Mastering Number and Gross Motor Skill intervention the team felt more could be done moving from Storycise to Squiggle whilst you Wiggle and developing professional Development through RISE initiative. - The EYFS development plan is aspirational and links to The SAST Primary Strategic Plan 2026-2029

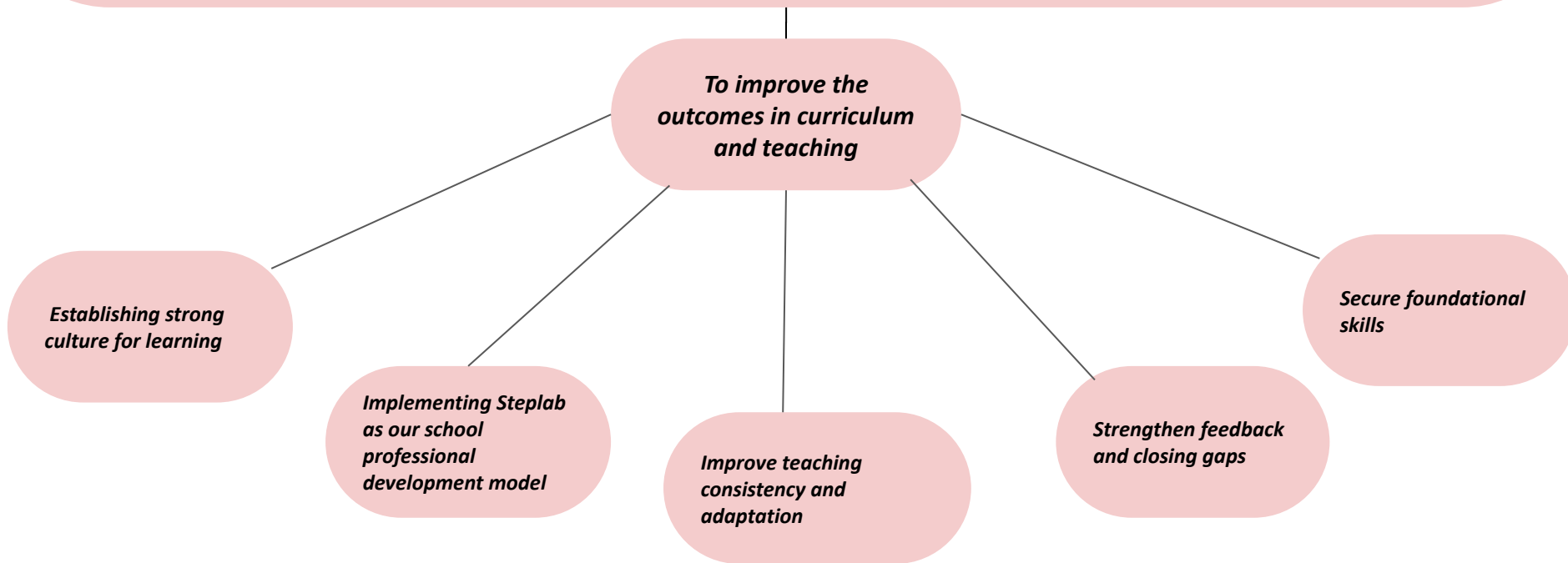
SDP 2026 - 2027

SDP No	SDP FOCUS AREA	RATIONALE
3	<i>Caring - Achievement</i> To raise standards for all pupils through effective assessment, improved attendance and behaviour, and precise intervention—particularly for disadvantaged and vulnerable pupils.	Points needing attention from Ofsted January 2026: • Ofsted (Toolkit Pt 2 Achievement) Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils’ foundational knowledge or skills are closing quickly • Ofsted (Toolkit Pt 3 achievement) On the whole, pupils achieve well. Typically, this will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils. • Ofsted (Toolkit Pt 4 Achievement) Disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being generally make suitable progress from their starting points. They develop appropriate knowledge and skills to enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly. • Ofsted (Toolkit Pt7 Curriculum & Teaching) Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary. • Current evidence shows improving accuracy in assessment but gaps are not yet closing consistently over time

SDP - Focus 1 - To improve the consistency, quality and impact of teaching through a strong culture for learning and a structured, StepLab-led professional development model.

Rationale: Points needing attention from Ofsted January 2026:

- Ofsted (Toolkit Pt 3 Curriculum & Teaching) Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and evidence-informed understanding of effective teaching and how pupils learn.
- Ofsted (Toolkit Pt 6 Curriculum & Teaching) Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.
- Ofsted (Toolkit Pt7 Curriculum & Teaching) Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.
- Current evidence shows improving consistency, but variability remains. Establishing strong behaviour routines and attendance will enable the full implementation of StepLab, driving consistent teaching, adaptation and impact over time.



Rationale: Points needing attention from Ofsted January 2026:

- Ofsted (Toolkit Pt 6 Curriculum and Teaching) Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.
- SAST shared principle for all SDPs: Strong EYFS provision underpins long-term achievement
- Data indicates that 71% of children have a good level of development from June 2026. Our lowest areas are assessed as number 74% on track, reading 75% on target and writing 76% on track with teacher judgement showing that the children not meeting standard were not school ready in the prime areas initially with slow progress linked to closing SEND and disadvantaged gaps. While good strides were taken through NELI, RWI coaching and Maths Hub Mastering Number and Gross Motor Skill intervention the team felt more could be done moving from Storycise to Squiggle whilst you Wiggle and developing professional Development through RISE initiative.
- The EYFS development plan is aspirational and links to The SAST Primary Strategic Plan 2026-2029

To secure EYFS best start to school

Improve EYFS teaching through Steplab approach

Align EYFS Provision and Curriculum- Cornerstones Maestro & Hub support

Strengthen Assessment and Moderation alongside Trust support

Improve Early Identification of SEND and Need

Strengthen Transition into School including reconfigured Stay and Play plan for preschoolers

Rationale: Points needing attention from Ofsted January 2026:

- Ofsted (Toolkit Pt 2 Achievement) Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils’ foundational knowledge or skills are closing quickly
- Ofsted (Toolkit Pt 3 achievement) On the whole, pupils achieve well. Typically, this will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils.
- Ofsted (Toolkit Pt 4 Achievement) Disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being generally make suitable progress from their starting points. They develop appropriate knowledge and skills to enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly.
- Ofsted (Toolkit Pt7 Curriculum & Teaching) Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.
- Current evidence shows improving accuracy in assessment but gaps are not yet closing consistently over time

