



**Salway Ash CE VA Primary School**  
**School Development Plan 2025 - 2026**

*Let our light shine as we achieve together*

The School Development Plan has been designed to support the school's curriculum intention that all pupils at the school flourish and become:

- Successful learners, who enjoy learning, make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.

## School Development Plan Priorities 2025-2026

Target 1	To implement the updated RE curriculum across the school
Target 2	To introduce a therapeutic thinking approach to behaviour and relationships
Target 3	To improve pupil attainment in spelling across the school
Target 4	To develop, enhance and enrich the music curriculum

## Salway Ash CE VA Primary School

### School Development Plan 2025-2026

#### Key Issue 1

#### To implement the updated RE curriculum across the school

**Rationale:** *The locally agreed syllabus for RE in Dorset was updated in the Summer term of 2024/25. In conjunction with colleagues across the county and within the Diocese of Salisbury, a new curriculum has been created and, as this is a core subject, its implementation is a significant curriculum development for the school*

Priority 1	To implement the updated RE curriculum across the school				
Objective (What)	Actions (How)	Led & monitored by (Who)	Start and end dates with key milestones (When)	Success criteria (Goal)	Monitored against success criteria by (Who)
<i>Long term plan, 3I's statement &amp; VIPs published on school website. Class long-term plans updated</i>	<i>Subject leader and staff meeting time dedicated to ensuring this is in place.</i>	CB LO	<i>September 2025</i>	<i>All information relating to the new RE curriculum made publicly available for the school community</i>	C&L committee
<i>Hold parent information session</i>	<i>Parent community invited into school for informal meeting to gain greater understanding of the new RE curriculum &amp; rationale for changing.</i>	CB LO	<i>September 2025</i>	<i>Parents understand new curriculum and have opportunities to ask questions about its design.</i>	LO
<i>Improve staff subject knowledge</i>	<i>Termly RE-specific CPD in staff meeting time.</i>	CB	<i>Termly</i>	<i>Staff can articulate the intent, implementation, and impact of the RE curriculum.</i>	C&L committee LO

	<i>Subject leader provides regular support and coaching.</i>			<i>Staff demonstrate increased confidence in delivering RE lessons.</i>	
<i>Accurate assessment of pupil attainment</i>	<i>Consistent approach to evidencing RE work in books clear across the school. VIPs shared with staff ahead of each unit of RE. Pupils to complete prior knowledge activity at the start of each unit. Variety of assessment strategies in place to ensure all groups of pupils (including those with SEND) can be accurately assessed.</i>	CB LO	<i>December April July</i>	<i>VIPs will be used to track and assessment children's attainment in R.E Start and End data for units of work will be evidenced in books Children will be able to speak about their R.E curriculum Teachers will be able to speak about how they know if a child is developing / exceeding a VIP and where to look for next steps Work scrutiny shows increasing depth, vocabulary, and reflection in pupil responses. Pupils can recall and apply knowledge from previous units, showing long-term retention.</i>	C&L committee LO ECL visit
<i>Effective benchmarking against local schools</i>	<i>RE subject leader participates in local RE networks or diocesan clusters. Comparative data (e.g. pupil work, assessment outcomes) is shared and reviewed with partner schools. External validation (e.g. SIAMS inspection or peer review) confirms curriculum quality and impact. School aligns its curriculum with locally agreed syllabus or diocesan expectations.</i>	CB	<i>November February March</i>	<i>Curriculum aligns with local feeder secondary school. WDSC network meetings support the subject leader with benchmarking activities.</i>	CB

<p>Carefully selected enrichment activities enhance the taught curriculum</p>	<p>Pupils experience at least one visit or visitor linked to RE per term (e.g. places of worship, faith leaders).          Opportunities for reflection, debate, and creative expression are embedded in RE lessons.          RE is linked to whole-school events (e.g. interfaith week, charity work, spiritual days).          Updated resources used to enhance high quality teaching and learning</p>	<p>CB</p>	<p>Ongoing</p>	<p>Pupil voice shows high engagement and interest in RE topics and enrichment activities.</p>	<p>C&amp;L committee</p>
<p>Each headline objective will be broken down into smaller sub-objectives.</p>	<p>Record the actual actions that will be implemented to address the objective.</p>	<p>Identify lead personnel for the objective.</p>	<p>Identify interim dates that act as checkpoints and the progress expected at each checkpoint.</p>	<p>Identify the measurable success criteria that demonstrates impact for each action?</p>	<p>Identify the SLT or governor committee that undertakes the monitoring, quality assurance and evaluation</p> <p>RAG rating could be used against success criteria.</p>
<p><b>Evaluation of priority 1 (Overall success)</b></p>	<p>Evaluation should be concerned with impact not compliance. Have the activities made a difference? Have the overall success criteria been met? What is the evidence? What are the next steps?</p>				

## Salway Ash CE VA Primary School

### School Development Plan 2025-2026

#### Key Issue 2

#### To introduce a therapeutic thinking approach to behaviour and relationships

**Rationale:** In support of Dorset Council's commitment to a therapeutic approach to relationships, Salway Ash CE VA Primary School are adopting the therapeutic thinking approach to behaviour, to further enhance the school's inclusive ethos and an accessible learning environment in which all children and young people can thrive by considering more inclusive alternatives and increase children and young people's sense of belonging.

Priority 3	To introduce a therapeutic thinking approach to behaviour and relationships				
Objective (What)	Actions (How)	Led & monitored by (Who)	Start and end dates with key milestones (When)	Success criteria (Goal)	Monitored against success criteria by (Who)
<b>Leadership Commitment</b> Secure buy-in from senior leadership and governors. Appoint a Therapeutic Thinking Lead within the school.	HT and LO have both completed their 3 day training (October 2024) And are now the therapeutic thinking leads in school.  HT to take leadership with oversight and support from LO.	HT LO	Completed October 2024	<b>1. Whole-School Engagement</b> All staff have received initial training in therapeutic thinking. Staff can articulate key principles and apply them in daily practice. A designated Therapeutic Thinking Lead is actively coordinating efforts.  <b>2. Policy and Practice Alignment</b> The school's behaviour policy reflects therapeutic principles (e.g., restorative approaches, emotional regulation). Consistent language and strategies are used across classrooms and staff teams.	HT LO Govs ECL
<b>Initial Training</b> Organize whole-school training sessions on therapeutic	Training sessions outlined below. These are to be timetabled in and set into the diary and shared with staff. Hannah to have time to create training sessions to deliver to staff.	HT LO	October 2025	HT LO Govs ECL	

<p><i>thinking principles.</i> <i>Include all staff: teaching, support, admin, and lunchtime supervisors</i></p>	<p><i>Training session 1 complete (Twilight session in May 2024).</i></p> <p><i>Session 2 – Inclusion circles and the Therapeutic tree</i></p> <p><i>Session 3 – Discipline and consequences (to feed into behaviour plan) and restorative conversations.</i></p> <p><i>Session 4 – Early prognosis and dysregulation vs values and beliefs.</i></p> <p><i>Session 5 – Anxiety analysis and predict, prevent, progress.</i></p>		<p><i>May 2024 (completed)</i></p> <p><i>October 2025</i></p> <p><i>November 2025 (Twilight)</i></p> <p><i>February 2026</i></p> <p><i>May 2026</i></p>	<p><i>Exclusion and punitive incidents have decreased over time.</i></p> <p><b>3. Student Outcomes</b> <i>Students demonstrate improved emotional literacy (e.g., naming and managing emotions).</i> <i>Reduction in behavioural incidents, especially repeat occurrences.</i> <i>Increased student engagement and sense of belonging.</i></p> <p><b>4. Environment and Resources</b> <i>Calm spaces or regulation areas are available and used effectively.</i> <i>Classrooms and communal areas</i></p>	
<p><b>Audit &amp; Baseline</b> <i>Conduct a behaviour and well-being audit. Gather student, staff, and parent feedback on current practices.</i></p>	<p><i>Surveys to be completed by staff, pupils (where appropriate) and parents.</i> <i>Start staff using behaviour logging on Myconcern so we have a baseline to work from to show improvement (types of behaviour to be discussed).</i> <i>Complete some pupil voice on behaviour.</i></p>	HT	<p><i>Surveys</i> <i>October 2025</i> <i>Pupil voice</i> <i>2025</i></p> <p><i>Behaviour logging support</i> <i>October 2025</i></p>	<p><i>promote emotional safety and sensory regulation.</i> <i>Visual tools (e.g., emotion charts, regulation zones) are visible and used.</i></p> <p><b>5. Staff Confidence and Well-being</b> <i>Staff report greater confidence in managing behaviour therapeutically.</i> <i>Staff feel supported through peer</i></p>	HT LO Govs ECL
<p><b>Policy Review</b> <i>Revise behaviour and inclusion policies to reflect therapeutic principles.</i> <i>Replace punitive language with restorative and</i></p>	<p><i>Research on behaviour policies have already started.</i> <i>Hannah is to create a behaviour/relationships policy to support the therapeutic thinking approach. Staff code of conduct/pupil code of conduct/parent code of conduct/anti-bullying policy may need adapting to make sure that these align. This will be</i></p>	HT  LO  Govs	<p><i>September 2025 –</i> <i>January 2026</i></p>	<p><i>supervision or reflective practice.</i> <i>Reduction in staff stress related to behaviour management.</i></p> <p><b>6. Family and Community</b> <i>Involvement</i> <i>Families are aware of and support therapeutic approaches.</i></p>	HT LO Govs ECL

<i>relational approaches.</i>	<i>circulated with staff and Governors to read and finalise before being published.</i>			<i>Positive feedback from parents/carers about changes in school culture.</i>	
<b>Environment Assessment</b> <i>Evaluate physical spaces for sensory needs and emotional safety. Create calm zones or regulation areas in classrooms and communal spaces.</i>	<i>Speak to staff who work with children who need the break-out spaces about where they go, what the children need and how it is achieved. Hannah to shadow some sessions to see what is needed. Hannah to read therapeutic thinking plans/EHCPS/IEPs to see what the children are needed so a plan for these spaces can be created. Hannah to research into 'calm down' classroom spaces that are appropriate to our environment and how we can support children in the classrooms. Hannah to give teachers and staff time and resources that can be used to create calm zones.</i>	HT LO	<i>February 2026 – July 2026</i>	<i>Opportunities for parent workshops or engagement in therapeutic strategies.</i> <b>7. Monitoring and Evaluation</b> <i>Regular data reviews show positive trends in behaviour and well-being. Feedback from students, staff, and families is actively used to refine practice. The school has a sustainability plan for ongoing training and development.</i>	HT LO Govs ECL
<b>Communication Strategy</b> <i>Develop a shared language around emotions and behaviour. Introduce visual tools (e.g., Zones of Regulation, emotion charts).</i>	<i>Communication strategies will be discussed during training. These will be set and placed into policy. Hannah to create staff toolkits for adult areas in school with strategies/ therapeutic language that is to be used in school. Staff to be given visuals and resources to have in calm down spaces, staff lanyards if applicable and in sensory spaces.</i>	HT LO	<i>September 2025-July 2026</i>		HT LO Govs ECL
<b>Staff Development</b> <i>Provide ongoing</i>	<i>Hannah to set a timetable with Leif on staff training. Hannah will deliver the</i>	HT LO	<i>September 2025-July 2026</i>		HT LO Govs



<p>CPD on trauma-informed practice, de-escalation, and relational approaches.</p> <p>Create peer support groups or supervision sessions for staff.</p>	<p>training according to the appropriate timetable.</p> <p>Hannah and Leif to complete 1 day refresher training.</p> <p>Hannah will have an open door policy to staff who needs support. Hannah to start working on therapeutic plans for those children that need them supporting class teachers. These plans will be shared with staff as appropriate on how to approach supporting children.</p>				<p>ECL</p>
<p><b>Evaluation of priority 2 (Overall success)</b></p>	<p>Evaluation should be concerned with impact not compliance. Have the activities made a difference? Have the overall success criteria been met? What is the evidence? What are the next steps?</p>				

## Salway Ash CE VA Primary School

### School Development Plan 2025-2026

#### Key Issue 3

#### To improve pupil attainment in spelling across the school

**Rationale:** KS2 SATS data for 24/25 showed a low % of pupils achieving the expected standard in GPS, largely due to poor performance in the spelling part of the assessment. Following analysis of 24/25 data across the school, this picture is mirrored in KS2 classes.

Priority 3	To improve pupil attainment in spelling across the school				
Objective (What)	Actions (How)	Led & monitored by (Who)	Start and end dates with key milestones (When)	Success criteria (Goal)	Monitored against success criteria by (Who)
<p>- Audit current spelling provision and identify gaps. Link with external advisors to improve staff CPD (e.g. SLN, WDSC)</p>	<p>Actions</p> <ul style="list-style-type: none"> <li>- Audit current spelling provision and identify gaps.</li> <li>- Introduce a consistent whole-school spelling scheme.</li> <li>- Provide CPD for staff on effective spelling strategies.</li> <li>- Implement weekly spelling assessments and targeted interventions.</li> <li>- Use data to track progress and adapt teaching.</li> </ul> <p>Leadership</p> <ul style="list-style-type: none"> <li>- English Subject Leader</li> <li>- SENCO (for targeted support)</li> </ul>	<p>LO</p>	<p>Autumn term</p>	<ul style="list-style-type: none"> <li>- Improved spelling scores in internal assessments</li> <li>- Increased pupil confidence and accuracy in writing</li> <li>- Consistent teaching approaches observed across classes</li> <li>- Positive feedback from pupils, staff, and parents</li> </ul>	<ul style="list-style-type: none"> <li>- Book scrutiny and lesson observations</li> <li>- Pupil voice and teacher feedback</li> <li>- Termly data analysis and reporting to SLT and governors</li> <li>T&amp;L Committee</li> </ul>

	<p>- <i>Class Teachers</i></p> <p><i>Timeline</i></p> <p>- <i>Term 1: Audit and CPD</i></p> <p>- <i>Term 2: Scheme implementation and baseline assessments</i></p> <p>- <i>Term 3: Interventions and progress tracking</i></p> <p>- <i>Ongoing: Monitoring and review</i></p>				
<i>Review timetabling and teaching of spelling</i>	<p><i>Use staff meeting time to review class timetables.</i></p> <p><i>Identify opportunities for additional spelling to be taught in additional chunks e.g. morning work.</i></p> <p><i>Multisensory Approaches: Incorporate visual, auditory, and kinaesthetic activities to reinforce spelling skills.</i></p> <p><i>Regular Practice: Schedule daily spelling practice sessions, including dictation, spelling games, and writing exercises.</i></p>	LO	<i>Autumn term</i>		<i>T&amp;L Committee</i>
<i>Begin dedication intervention programmes</i>	<p><b>Targeted Support:</b> <i>Identify students who need additional help and provide targeted interventions, such as small group sessions or one-on-one tutoring.</i></p> <p><b>Use of Technology:</b> <i>Integrate spelling apps and online</i></p>	LO TM <i>Class teachers</i>	<i>Ongoing</i>		LO

	<i>resources to provide additional practice and reinforcement.</i>				
<i>Review current curriculum resources</i>	<i>Resource Allocation: Provide teachers with high-quality spelling resources, including workbooks, digital tools, and interactive activities.</i>	<i>LO</i>	<i>Autumn</i>		<i>LO</i>
<i>Parental Involvement and Engagement</i>	<i>Engage Parents: Provide parents with resources and strategies to support spelling practice at home. Communication: Regularly update parents on their child's progress and areas for improvement.</i>	<i>LO</i>	<i>3 points during the year</i>		<i>T&amp;L Committee</i>
<b>Evaluation of priority 3 (Overall success)</b>	<i>Evaluation should be concerned with impact not compliance. Have the activities made a difference? Have the overall success criteria been met? What is the evidence? What are the next steps?</i>				

## Salway Ash CE VA Primary School

### School Development Plan 2025-2026

#### Key Issue 4

#### To develop, enhance and enrich the music curriculum

**Rationale:** To ensure a continued focus on the importance of The Arts as part of a rich and varied curriculum, Music will be a focus foundation subject this year.

Priority 4	The Salway Ash Musician				
Objective (What)	Actions (How)	Led & monitored by (Who)	Start and end dates with key milestones (When)	Success criteria (Goal)	Monitored against success criteria by (Who)
Improve staff subject knowledge	All teaching staff receive music-specific CPD at least once per academic year. Non-specialist teachers are supported with planning resources and model lessons. Staff can articulate the progression of musical skills across year groups.	VDLH Dorset Music Service	Termly	Staff demonstrate increased confidence in delivering music lessons (evidenced through surveys, lesson observations, and self-assessment).	VDLH
Pupil attainment is accurately assessed	Pupils show progression in musical skills: singing, listening, performing, composing, and appraising. Pupils can use musical vocabulary accurately and reflect on their musical experiences. End-of-unit assessment demonstrate increasing numbers of pupils achieving the expected standard.	VDLH LO	December April July	Pupil voice indicates enjoyment and engagement with music learning. Formative assessment is embedded in lessons (e.g. observation, questioning, peer feedback).	C&L Committee VDLH

<p><i>Regular enrichment activities enhance the taught curriculum</i></p>	<p><i>Pupils participate in regular musical enrichment activities (e.g. performances, workshops, visits). Opportunities for instrumental tuition are available and accessible. Music is celebrated through whole-school events (e.g. assemblies, concerts, themed weeks). Pupils have opportunities to join choirs, ensembles, or music clubs.</i></p>	<p>VDLH LO</p>	<p><i>Ongoing</i></p>	<p><i>Participation in instrument tuition through peripatetic teachers is closely tracked by school office &amp; subject leader. Pupils exposed to a wider range of musical styles and experiences.</i></p>	<p>C&amp;L Committee VDLH</p>
<p><b>Evaluation of priority 4 (Overall success)</b></p>	<p><i>Evaluation should be concerned with impact not compliance. Have the activities made a difference? Have the overall success criteria been met? What is the evidence? What are the next steps?</i></p>				