



We live, love and learn together joyfully in Jesus' name.

School Development Priorities 2025/26

What is the school doing to improve outcomes for our children?

Ofsted – What does the school need to do to improve?

- Methods of assessment are not fully developed, and they are sometimes applied inconsistently in some foundation subjects and the early years. In these cases, pupils and teachers are not as clear as they should be about what to do next. Leaders should ensure that assessment provides reliable guidance for teachers to inform forthcoming learning, and give pupils the best chance to learn from their mistakes.



- Senior leaders have recently appointed a number of new subject leaders, for example in Spanish and design technology. These subject leaders lack experience of the role. Senior leaders should ensure that these leaders are fully skilled in what the school expects them to do, including evaluating the impact of their subject, so that they can make further refinements to the curriculum and provide staff with additional guidance.

Catholic Schools Inspectorate (CSI) -What does the school need to do to improve?

- Develop the pupils' understanding of Catholic Social Teaching to enable them to articulate how it impacts on their daily lives.
- Further strengthen the strategic leadership of religious education to drive improvements in the subject, with an explicit focus on achieving consistency in providing feedback to pupils that enables them to understand how to improve.
- Develop teacher and pupil ownership of delivering and evaluating Prayer and Liturgy.



We constantly evaluate how well we are doing in several areas and collect evidence from all stakeholders. We take in to account key points made during external inspections from the Diocese and Ofsted. We gather information through our monitoring and evaluation, questionnaires and review our SDP at several points through the year. The governors are responsible for agreeing the priorities and ensuring that each plan is implemented.

What are our priorities?

Safeguarding Priorities



- Ensure that all leaders (including governors) and all those who work with pupils are well trained in supporting them to be safe and safer, empowering them to speak out and take action where there are concerns.
- Constantly review and adapt procedures so that everyone is aware of and respond to some pupils' increased risk of needing help and protection, including those with SEND and pupils who do not communicate verbally.

Religious Education Priorities

- Ensure that the school curriculum explicitly makes links with Catholic Social Teaching and the Catholic School Pupils Profile across all phases of learning.
- Through effective CPD, collaboration, monitoring and review ensure that marking and feedback in RE consistently gives pupils opportunities to personally reflect and improve their work.

Catholic Life Priorities

- To develop prayer and liturgy across the school, with a strong emphasis on increasing pupil-led events. Ensure that procedures in place to evaluate and monitor have an impact and are more deeply embedded in a cycle of improvement.
- Involve more pupils across school to create and maintain sacred spaces in each classroom and communal areas, reflecting the liturgical calendar and encouraging prayer and reflection.



Curriculum & Teaching

- Make sure that the curriculum is implemented in line with leaders' intentions and that there is a focus on checking pupils' understanding systematically and adapting their teaching appropriately to meet the needs of all learners.



- Use assessment, marking and feedback effectively to inform teaching and learning, and to help pupils embed key concepts, use knowledge fluently, develop their understanding and know what they need to do to improve their work.
- Ensure that for pupils in the early stages of their education, provision prioritises accurate communication, word reading, letter formation, spelling, handwriting and maths; prepare them to communicate, socialise and

develop independence in a way that prepares them to access the National Curriculum.

- Work with EAL pupils so that their English language proficiency is assessed accurately and quickly; ensure access to quality systematic phonics.

Achievement

- Provide intervention and additional support to pupils across school who have not achieved key targets; this applies especially to pupils in Y1 who have not achieved a Good Level of Development, Y2& Y3 who have not met the required standard in phonics and Y5 pupils who need support with recalling multiplication facts.
- Provide further resources for pupils to access reading across all curriculum subjects and to read for pleasure at every opportunity.
- Use data and the graduated approach successfully so that pupils with SEND needs make greater progress.



Attendance & Behaviour

- Further develop opportunities and support for pupils with emotional, mental health, SEND or medical needs that affect attendance to help them attend regularly; this will include multi-agency work with pupils identified as being persistently absent.
- Develop staff expertise so that they have the confidence to adapt behaviour policies and practices appropriately and consistently for pupils with specific needs.
- Provide targeted intervention to support those who need additional help in meeting and sustaining the school's high expectations of behaviour and/or



behaviour for learning.

Personal Development & Well-being

Expand staff and pupil understanding of the Four C's of online safety:

- i) Content:** Harmful or inappropriate content, which now includes misinformation, disinformation (including fake news), and conspiracy theories.
- ii) Contact:** Dangers from interaction with others online.
- iii) Conduct:** Children's own behaviour online.
- iv) Commerce:** Risks related to online transactions.



Early Years

- Provide access effective, relevant CPD and resources to all EYFS staff so that they are confident in identifying and assessing children's needs, balancing the needs of



the youngest with those of their peers, and informing the next steps in learning for key groups of learners.

- Ensure the learning environment and curriculum (including continuous provision) focuses on intended learning with staff prioritising effective interaction with learners and enhanced opportunities for communication and language development.

Leadership and Governance Priorities

- Demonstrate clearly that leaders and governors prioritise and participate in professional learning acting as role models for staff.
- Ensure that staff have access to high-quality, evidence-informed, coherent professional learning that build expertise and are aligned to school improvement priorities. Use this to develop succession planning through the use of professional frameworks such as the NPQ program.

