

St Swithun's Catholic Primary School

School Improvement Plan 2025-2026



Our Mission Statement is **'Love one another as I have loved you'** John 13:34

Our mission statement 'Love one another as have I loved you' is modelled by the whole school community and demonstrated through our mutual respect and love for each other, God's creation and our drive to do our best in all we do.

This is underpinned by our vision; all pupils are happy, resilient and independent learners with a strong motivational drive to fulfil their potential. We believe that every pupil has the entitlement to an aspirational curriculum which sets high expectations for all. Our programmes of learning provide rich experiences, build a depth of knowledge and equip pupils with the skills to be lifelong learners.

At St Swithun's Catholic Primary School, we model excellence in everything we do. This begins with positive and respectful relationships where every member of our school family is valued. We develop the whole pupil giving the skills to positively contribute to our communities. We have a highly skilled and knowledgeable team who collaborate effectively with pupils, parents, governors, diocese, church and other stakeholders to give our pupils the very best start in their learning journey.

We believe this can be achieved by working closely with our families who are the first and most important educators of their pupils. The staff and governors of St Swithun's School, therefore, foster and encourage an open and supportive partnership between home, school and parish so that together we can help each pupil to develop in a happy, secure, and caring atmosphere.

School Context (as of 9/7/25)																		
Number on roll		Pupil Premium		SEN			EAL		Average Attendance		Religion	Catholic	Christian	Eastern Christian	Other Faiths	Other	Suspensions/ Exclusions	
Total	358	Total	22.5%	Total	SEND 19.5%	EHCP 3.5%	Total	46%	Total	96%	Total	57%	29%	0.5%	6%	9.5%	Total	0
Main	316	Main	22%	Main	SEND 21.5%	EHCP 3%	Main	44%	Main	96%	Main	58%	28%	1%	4.5%	8.5%	Main	0
Pre-Sch	41	Pre-Sch	19.5%	Pre-Sch	SEND 9%	EHCP 4.5%	Pre-Sch	61%	Pre-Sch	97%	Pre-Sch	51%	39%	0%	17%	17%	Pre-Sch	0

National Tests	2023-2024 School Outcomes	2023-2024 National Outcomes	2023-2024 Portsmouth Outcomes	2024-2025 School Outcomes	2024-2025 National Outcomes	2024-2025 Portsmouth Outcomes
EYFS	84% ↑	70%	66%	82% ↓	68%	66%
Yr 1 Phonics	77% ↓	80%	76%	91% ↑	80%	78%
Yr 2 Phonics Retakes	71% ↑ (7ch)	56%	57%	85% ↑ (13ch)	50%	51%
KS1 SATs Reading	78% ↑ (GD 29% ↓)	71% (GD 21%)	72% (GD 19%)			
KS1 TA Writing	73% ↑ (GD 17% ↑)	62% (GD 10%)	63% (GD 6%)			
KS1 SATs Maths	76% ↑ (GD 37% ↑)	71% (GD 18%)	72% (GD 15%)			
KS1 Combined	68% ↑ (GD 15% ↑)	58% (GD 7%)	60% (GD 5%)			
MTC 25/25	Average score 20.9/25 ↓	Average score 20.6/25	Average score 19.4/25	Average score 23.3/25 ↑	Average score 21.1/25	Average score 20.2/25
KS2 SATs Reading	89% ↑ (GD 33% →)	74% (GD 28%)	67% (GD 22%)	76% ↓ (GD 49% ↑)	75% (GD 33%)	68% (GD 27%)
KS2 TA Writing	80% ↑ (GD 4% ↑)	72% (GD 13%)	63% (GD 3%)	87% ↑ (GD 4% →)	72% (GD 13%)	66% (GD 4%)
KS2 SATs Maths	78% (GD 30% ↓)	73% (GD 24%)	66% (GD 16%)	76% ↓ (GD 16% ↓)	74% (GD 26%)	65% (GD 18%)
KS2 TA Science	89% →	81%	77%	89% →	82%	TBC
KS2 Combined	67% ↑ (GD 2% ↑)	61% (GD 8%)	51% (GD 2%)	69% ↑ (GD 2% →)	62% (GD 8%)	53% (GD 3%)
KS2 SPAG	91% ↑ (GD 52% ↓)	72% (GD 13%)	65% (GD 24%)	80% ↓ (GD 33% ↓)	73% (GD 30%)	64% (GD 19%)
Key		Higher than both Portsmouth and National Outcomes			Higher than Portsmouth but not National Outcomes	

Figures show the number of pupils who have reached ARE (age related expectations) or GD (greater depth). The figure in brackets show the number of pupils reaching GD. Combined refers to those pupils who have reached ARE or GD in Maths, Reading and Writing. ↑ Means an upward trend on school's data from last year. ↓ Means a downward trend on school data from last year. → Means the same as last year's school data from last year.

End of school year outcomes - 2024										
	Pre-Sch 2-3yrs	Pre-Sch 3-4yrs	YrR		Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Prime Areas	81% ↓	91% ↑	84% ↓	Reading	78% ↑ (GD 29% ↑)	89% ↑ (GD 27% ↑)	78% ↑ (GD 17% ↑)	70% ↑ (GD 30% ↑)	80% ↑ (GD 22% ↑)	89% ↑ (GD 33% ↓)
Literacy	81% ↓	91% ↑	84% ↑	Writing	73% ↓ (GD 17% ↑)	76% ↑ (GD 16% ↑)	65% ↓ (GD 2% ↓)	68% ↑ (GD 18% ↑)	60% ↑ (GD 0% ↓)	80% ↑ (GD 4% ↑)
Numeracy	81% ↓	91% ↑	86% ↑	Maths	76% ↑ (GD 37% ↑)	78% ↑ (GD 20% ↑)	65% ↑ (GD 2% ↓)	61% ↑ (GD 2% ↑)	71% ↑ (GD 18% ↑)	78% ↓ (GD 30% ↓)
All of above	81% ↓	91% ↑	84% ↑	Combined	68% ↑ (GD 15% ↑)	69% ↑ (GD 13% ↑)	63% ↑ (GD 2% ↓)	55% ↑ (GD 0% ↓)	53% ↓ (GD 0% ↓)	67% ↑ (GD 2% ↑)
				Science						89% ↓

End of school year outcomes - 2025										
	Pre-Sch 2-3yrs	Pre-Sch 3-4yrs	YrR		Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Prime Areas	79% ↓	73% ↓	82% ↓	Reading	82% ↑ (GD 18% ↓)	82% ↓ (GD 24% ↓)	78% ↓ (GD 34% ↑)	83% ↑ (GD 39% ↑)	69% ↓ (GD 11% ↓)	76% ↓ (GD 49% ↑)
Literacy	83% ↑	73% ↓	82% ↓	Writing	68% ↓ (GD 16% ↓)	71% ↓ (GD 16% ↓)	62% ↓ (GD 11% ↑)	74% ↑ (GD 11% ↓)	56% ↓ (GD 0% ↓)	87% ↑ (GD 4% ↓)
Numeracy	83% ↑	73% ↓	82% ↓	Maths	84% ↑ (GD 20% ↓)	76% ↓ (GD 27% ↑)	76% ↑ (GD 30% ↑)	78% ↑ (GD 20% ↑)	56% ↓ (GD 9% ↓)	76% ↓ (GD 16% ↓)
All of above	79% ↓	73% ↓	82% ↓	Combined	66% ↓ (GD 9% ↓)	67% ↓ (GD 16% ↑)	60% ↓ (GD 11% ↑)	72% ↑ (GD 7% ↑)	42% ↓ (GD 0% ↓)	69% ↑ (GD 2% ↓)
				Science	84%	82%	80%	86%	80%	89% ↓

2023-2024	Reading % ARE or GD		Writing % ARE or GD		Maths % ARE or GD		2024-2025	Reading % ARE or GD		Writing % ARE or GD		Maths % ARE or GD	
Year Groups	Disadvantaged (Not inc. sign. SEND)	Non-disadvantaged (Not inc. sign. SEND)	Disadvantaged (Not inc. sign. SEND)	Non-disadvantaged (Not inc. sign. SEND)	Disadvantaged (Not inc. sign. SEND)	Non-disadvantaged (Not inc. sign. SEND)	Year Groups	Disadvantaged (Not inc. sign. SEND)	Non-disadvantaged (Not inc. sign. SEND)	Disadvantaged (Not inc. sign. SEND)	Non-disadvantaged (Not inc. sign. SEND)	Disadvantaged (Not inc. sign. SEND)	Non-disadvantaged (Not inc. sign. SEND)
R	67% ↓	92% ↑	67% ↓	92% ↑	67% ↓	92% ↑	R	67% ↓	94% ↑	67% ↓	94% ↑	67% ↓	94% ↑
1	60% ↑	76% ↓	60% ↑	66% ↓	40% ↓	71% ↓	1	80% ↑	84% ↑	60% ↓	68% ↑	80% ↑	87% ↑
2	60% ↓	94% ↑	60% ↓	82% ↑	50% ↓	83% ↑	2	50% ↓	82% ↓	50% ↓	74% ↓	50% ↓	79% ↓
3	63% ↑	68% ↓	63% ↑	60% ↑	50% ↑	66% ↑	3	70% ↑	82% ↑	60% ↓	70% ↑	60% ↑	85% ↑
4	46% ↓	75% ↑	31% ↓	59% ↓	46% ↓	69% ↓	4	78% ↑	84% ↑	67% ↑	76% ↑	67% ↑	81% ↑
5	57% ↑	68% ↑	57% ↑	55% ↑	57% ↑	61% ↑	5	57% ↓	77% ↑	29% ↓	70% ↑	43% ↓	63% ↑
6	78% ↑	71% ↑	56% ↓	68% ↓	67% ↓	71% ↑	6	43% ↓	82% ↑	71% ↑	82% ↑	71% ↑	84% ↓

Figures show the number of pupils who have reached ARE (age related expectations) or GD (greater depth). The figure in brackets show the number of pupils reaching GD. Combined refers to those pupils who have reached ARE or GD in Maths, Reading and Writing. ↑ Means an upward trend on school's data from last year. ↓ Means a downward trend on school data from last year. ↓ Means the same as last year's school data from last year.

Priorities for 2025-2026	
Achievement Gaps	- Continue to prioritise writing through high-quality modelling, explicit editing skills and well-sequenced learning to secure sustained improvement. - Developing oracy in mathematics, including refining and embedding the Mastering Number programme across the school, while implementing a pupil-centred class structure that supports quality-first maths teaching through reduced focus levels and targeted in-class teaching to improve outcomes. - Year 6 (as of 2025) are the cohort historically most effected by Covid. Although they continue to make progress they are still slightly below other year groups for attainment, the new pupil-centred class structure will enable increased targeted teaching, improved outcomes. - Continue to close the gap between disadvantaged and non- disadvantaged pupils, where there are no SEND needs. - Continue to raise greater depth (GD) in all year groups, so data is equal to or higher than the national outcomes data and shows a year on year rise.
Priority 1 Developing the Catholic life of the school	RE - Promoting and enhancing pupil's spirituality, moral, social and cultural development. - Introduce and implement curriculum changes from the diocese. - Implement updated assessment criteria and moderate across phases. - Support staff subject knowledge and questioning. Prayer and Liturgy - Promoting and enhancing pupil's spirituality, moral, social and cultural development. - Develop Catholic environment to enrich pupil's learning and spiritual journey. - Redevelop liturgical prayer, including pupil-led worship. Re-establish links with the parish.
Priority 2 Quality of Education	- Continue to deliver a high-quality, inclusive and ambitious Catholic education rooted in Gospel values, where every pupil can flourish academically, spiritually and personally through a broad, balanced curriculum and a new pupil-centred class structure that enables targeted teaching, improved outcomes and confident learners. - Improve learning outcomes and pupil confidence through more targeted, pupil-centred teaching, in core subjects. - Teachers consistently demonstrate a range of pedagogical approaches to enhance teaching and learning. - Further strengthen foundation curriculum impact by ensuring depth and clarity of key learning across all subjects. - Continue to raise combined attainment and progress for all pupils across all phases so outcomes improve year on year. - Continue to develop the use of monitoring to ensure high quality teaching so that pupils develop knowledge and skills to achieve best possible outcomes in RWM. - Strengthen the quality of teaching and provision for EAL learners to ensure they make strong progress across the curriculum and can access learning confidently alongside their peers. - Raise greater depth (GD) in all year groups equal to or higher than that the national outcomes data and shows a year on year rise. - Continue to prioritise writing through high-quality modelling, explicit editing skills and well-sequenced learning to secure sustained improvement. - Ensuring full curriculum coverage and providing an ambitious curriculum for all pupils within the new class set-up, supported by a revised Medium-Term Plan (MTP). - Developing oracy in mathematics, including refining and embedding the <i>Mastering Number</i> programme across the whole school. - Continue to close the gap between disadvantaged and non- disadvantaged pupils, where there are no SEND needs. - Continue to embed the Feedback and Assessment Policy so it moves pupils' learning forward in all subjects, provides helpful formative and summative data for teachers and is cognisant of teacher workload. - Continue to ensure assessments for each year in all subjects are moderated internally, with core subjects moderated with other schools in YR, Y2, Y4 and Y6. - Continue to improve curriculum and standards in all subjects – see leaders' subject action plans.

Priority 3 Behaviour and Attitudes	- Continue to embed relational practice throughout the school to build relationships, improve behaviour and create a strong school community where everyone feels they belong, are safe, cared for and valued. - Continue to enable pupils to grow leadership within the school, ensuring pupil voices and opinions are heard in improving both our school and the local community. - Continue to ensure all our pupils are staying safe online both at home and school. - Continue to improve whole school attendance and punctuality and ensure number of pupils at risk of persistent absentees is reduced.
Priority 4 Personal Development	- To ensure that prayer and liturgy are central to the life of our Catholic school, providing all pupils with regular, meaningful opportunities to encounter Christ, grow in faith, and develop spiritually through a rich and inclusive liturgical life rooted in scripture, tradition, Catholic Social Teaching (CST), and the teachings of the Church. - To ensure the mental health of pupils continues to be a high priority for all and that pupils know how and where to seek support. - To ensure the mental health of staff continues to be a high priority for all and staff feel able to openly seek support if needed. - Continue to ensure pupils understand how to be responsible, respectful citizens of the world understanding, respecting and celebrating difference while developing their spiritual, moral, social and cultural development. - To develop British values of democracy, rule of law, individual liberty, respect and tolerance. - To ensure that we offer a range of opportunities to nurture, develop, stretch and celebrate all pupils' talents and interests to broaden their development. - Continue to monitor the new PSHE curriculum to ensure it support learners' broader development and promotes their understanding of healthy relationships and health education.
Priority 5 Leadership and Management	- To continue to promote a clear and ambitious vision for the school, which relentlessly focuses on improving the quality of education – through the quality of our curriculum, teaching and learning and outcomes (progress and attainment) and continuing to ensure collaboration opportunities for leaders at all levels. - Leaders continue to develop opportunities to engage with pupils, families and community to make a positive difference. - To ensure governors are robust and rigorous in holding leaders to account for the quality of education and school improvement. - To ensure school continue to build on their strong safeguarding culture.
Priority 6 Early Years	- Ensure there is a well-sequenced, ambitious curriculum tailored to meet the needs and interests of each cohort, supporting all pupils to make strong progress from their starting points. - Maintain a consistent, systematic approach to the teaching of early reading and synthetic phonics, so that all pupils build secure foundations in reading. - Embed the 'Mastering Number' programme to strengthen pupils' early mathematical understanding, supported by high-quality mathematical resources for independent and structured exploration. - Develop the outdoor learning environment so that it offers purposeful opportunities across all areas of learning and supports the development of all pupils, including those with additional needs. - Strengthen communication and partnership with parents and carers, including through the effective use of iConnect in Pre-School, to promote continuity of learning between home and school. - Continue to work towards full capacity in the Pre-School setting, ensuring provision remains high quality and inclusive. - Enhance provision for speech, language, and communication to ensure all pupils, including those with EAL or language delay, develop the vocabulary and confidence to express themselves effectively.
OFSTED - GOOD (Feb. 2025) School priorities	Teachers check on pupils' knowledge and understanding regularly. However, in some subjects the information gained is not yet used to adapt activities or to structure future learning. This means that some pupils are not always learning as well as they could be
Section 48 - GOOD (Nov. 2019) School priorities	- Ensure the improvements in teaching and learning in RE are embedded across the school. - Develop opportunities for pupils to study and apply the principles of Catholic Social Teaching (CST) throughout the curriculum and life of the school. - Embed in upper Key Stage 2 and then extend to all year groups the recent move to pupils planning and leading aspects of their own worship, ensuring expectations are appropriate for the age of the pupils involved.

Priority 1: Developing the Catholic life of the school		
Intent	Monitoring	Impact
RE - Promoting and enhancing pupils' spirituality, moral, social and cultural development. - Introduce and implement curriculum changes from the diocese. - Implement updated assessment criteria and moderate across phases. - Support staff subject knowledge and questioning. Prayer and Liturgy - Promoting and enhancing pupils' spirituality, moral, social and cultural development. - Develop Catholic environment. - Redevelop liturgical prayer, including pupil-led worship. Re-establish links with the parish.	SEE THE RE ACTION PLAN AND THE PRAYER AND LITURGY ACTION PLAN FOR DETAILS	At St Swithun's Catholic Primary School we want every pupil to be happy and enthusiastic learners of RE, and to be eager to achieve their very best in order to fulfil their God-given talents. We firmly believe that the recipe for success is high quality teaching in RE, which is embedded throughout school life and provides a strong ethos to take forward after primary school.

Priority 2: Quality of Education						
Intent	Implementation	Lead	Monitoring	Cost	Impact	Date
Continue to deliver a high-quality, inclusive, and ambitious Catholic education rooted in Gospel values, where every pupil can flourish academically, spiritually and personally through a broad, balanced curriculum and a new pupil-centred class structure that enables targeted teaching, improved outcomes, and confident learners.	Continue to embed Gospel values and Catholic Social Teaching (CST) throughout the curriculum, collective worship, and wider school life, linking them meaningfully to learning and behaviour.	JN/JV	INSET PDMs Learning walks Book Scrutinies Questionnaires Pupil Interviews Gov. Visits & presentations HT Gov. report Minutes Worships	½ dy a week additional time for JN	Pupils understand and live out Catholic Social Teaching principles such as dignity, solidarity, care for creation, and the common good.	Ongoing A/ Sp/ S
	Continue to ensure all pupils access a broad and balanced curriculum, including RE, that reflects the school's Catholic identity and meets the needs of all learners.				Improved academic outcomes in RE.	Ongoing A/ Sp/ S
	Continue to provide staff with professional development in inclusive pedagogy, curriculum design, and how to weave CST and Gospel values into their teaching.				Pupils of all backgrounds—including those with SEND and disadvantaged pupils—make sustained progress in RE and feel valued, included and supported.	Ongoing A/ Sp/ S
	Prioritise high-quality formative and summative assessment, including moderation, to inform RE planning and teaching.				Pupils are able to make links between faith, learning and action, and show empathy, responsibility, and respect in daily life.	Ongoing A/ Sp/ S
	Promote pupil voice and participation, encouraging pupils to act as agents of change in their learning and wider community, inspired by CST.				Staff deliver teaching that is informed by CST, responsive to pupil need, and high in quality across all curriculum areas and school life.	Ongoing A/ Sp/ S
Improve learning outcomes and pupil confidence through	Introduce new pupil-centred class structure from September 2025 with smaller learning bands to reduce range of attainment levels per class.	JV/Governors	SLT & PDMs Transition meetings	Within SLT roles	Improved combined attainment and progress in RWM across all year groups.	July - Sept. 2025

more targeted, pupil-centred teaching in core subjects.	Use assessment data and teacher insight to adapt teaching and to form adapted fluid groups that use teacher's professionalism to best meet the needs of the pupil.	JV/MD All Teachers	Pupil Progress SLT, PDM, INSET HT Gov. Report Pupil survey		Pupils demonstrate greater confidence, motivation, and independence in learning. Gaps narrow for vulnerable and disadvantaged pupils through more focused support.	Ongoing A/ Sp/ S
	Provide training and time for staff to plan and adapt to ensure precise, needs-led learning in reading, writing and maths.	JV/MD All Teachers	SLT PDMs INSET	Within SLT roles		Ongoing A/ Sp/ S
Teachers consistently demonstrate a range of pedagogical approaches to enhance teaching and learning.	Provide ongoing CPD on effective teaching strategies, including adaptive teaching, scaffolding, questioning, and retrieval practice.	MD	PDM & INSET Book scrutinies Learning walks Data analysis Peer observations	Within SLT roles	Teaching is consistently good or better across the school. Teachers use the latest research to inform all elements of their pedagogy. Pupils are more engaged, resilient, and better able to access learning at their level. Greater professional confidence and creativity among staff.	Ongoing A/ Sp/ S
	Support teachers in using the smaller learning bands to personalise instruction.					
	Embed peer observation and coaching to share good practice.					
	Strengthen the use of evidence-based research within policy, practice and pedagogy and promote individual reflection and study.					
Further strengthen foundation curriculum impact by ensuring depth and clarity of key learning across all subjects.	Subject leaders review and refine curriculum content to ensure knowledge builds progressively and key concepts are prioritised.	Subject Leaders & MD	PDM & INSET Book scrutinies Learning walks Data analysis Peer observations Pupil progress	Additional PPA for sub. leaders covered in budget	Pupils demonstrate improved retention and understanding of key knowledge across the wider curriculum. Work in books and pupil voice shows deepened subject knowledge and meaningful connections. Curriculum coverage is ambitious but achievable, improving outcomes and wellbeing.	Ongoing A/ Sp/ S
	Reduce curriculum overload by identifying and focusing on essential learning.					
	Continue to link topics across subjects to strengthen understanding and retention.					
	Ensure a forensic approach to recording and using data analyse in foundation subjects to improve and adapt the curriculum, in order to improve learning outcomes for all pupils.					
Continue to raise combined attainment and progress for all pupils across all phases so outcomes improve year on year.	Ensure that teachers are confident in using Arbor to input data into and make best use of the gap analysis, progression and attainment charts and tables, in order to support all pupils' learning.	MD	PDM INSET Pupil progress meetings	Within SLT roles	Year-on-year increase in the proportion of pupils meeting or exceeding expected standards in RWM. Vulnerable pupils make accelerated progress. The range of attainment narrows in each class, improving teaching precision. Pupils demonstrate greater confidence, motivation, and independence in learning. Clear, well-informed targets enable teachers to confidently adapt teaching to pupils' starting points,	Autumn 1
	Increase the frequency of pupil progress meetings (which will be much shorter as teachers will be looking at significantly less learning levels) to ensure all pupils accessing the most relevant curriculum/teaching style and interventions are effective.	MD/JV	Book scrutinies Learning walks Data analysis Peer observations NFER tests RWI assessments			Ongoing A/ Sp/ S
	Monitor and respond to progress data termly across all year groups.	MD/JV				Ongoing

	Ensure interventions are well-targeted, timely and regularly reviewed for impact.	SPH	SATs TA Training Training on interventions Training on supporting SEND		addressing gaps effectively and supporting accelerated progress. Effective use of AfL strategies in all lessons ensures pupils receive timely support or challenge, leading to accelerated progress and improved combined outcomes across all subjects. Teachers confidently use the PITA system to assess and benchmark pupils accurately, enabling effective analysis and planning that ensures gaps are closed, challenge is appropriate, and all pupils make accelerated progress.	A/ Sp/ S
	Continue to use AfL to adapt groups to better tailor provision to the needs of each pupil.	MD				
	Previous year’s data and Baseline teacher assessments undertaken to establish pupils’ ‘starting’ points upon return and end of year targets are set.					
	Continue to ensure high quality AfL strategies are used by all classroom staff, with a focus on DIRT, reviews and use of effective AfL at the start of lesson/unit to allow teachers to use flexible groups to offer immediate support and allow pupils to accelerate in their learning immediately.					
	Teachers are confidentially and effectively using summative and formative data from Arbor to inform planning, close gaps, accelerate progress.					
Continue to develop the use of monitoring to ensure high quality teaching so that pupils develop knowledge and skills to achieve best possible outcomes in RWM.	Continue regular book looks, learning walks, and pupil voice activities, linked to performance management and CPD.	SLT	Book scrutinies Learning walks Data analysis Peer obs. Pupil survey HT Gov. Report Pupil progress	Within SLT roles & Additional PPA for sub. leaders covered in budget	Leaders have a clear and accurate picture of teaching and learning across the school. Action taken as a result of monitoring leads to visible improvements in outcomes. Teaching becomes more sharply focused on gaps and misconceptions.	Ongoing
	Subject leaders lead subject reviews and report on progress and impact to SLT and governors.	Subject Leaders				A/ Sp/ S
	Monitoring is responsive to the new pupil-centred structure and informs adjustments.	JV				Schedule - x2 SLT x1 Gov.
Strengthen the quality of teaching and provision for EAL learners to ensure they make strong progress across the curriculum and can access learning confidently alongside their peers.	Embed explicit vocabulary instruction across the curriculum, with a focus on tiered vocabulary and visual scaffolds to support understanding and language acquisition for EAL learners.	JV/ SPH	PDM INSET EMAS resources & training Pupil survey Family survey Language ambassador/ leaders’ minutes Pupil progress meetings Learning walks	Within SLT roles EMAS support already in budget	EAL learners will develop a stronger grasp of key vocabulary, enabling greater access to the full curriculum and improved academic outcomes. They will feel recognised, supported, and proud of their identities, leading to increased engagement, confidence, and participation in classroom activities. Staff will be better equipped to meet their needs through effective data analysis and understanding of teaching strategies, resulting in a more inclusive and language-rich learning environment where all pupils thrive.	
	Provide targeted CPD for staff on effective EAL strategies, including modelling language, structured talk opportunities, and culturally responsive teaching practices.					
	Continue to raise the profile for celebrating EAL learners’ home languages and cultural identities through international days, mini international days, language ambassadors/leaders, displays and community events to promote a sense of belonging and pride.					

	Using pupil progress data to look at groups of pupils, ensure EAL learners receive regular, personalised support through small-group or in-class interventions that build both academic language and confidence.		Book scrutinies HT report to gov.			
	Continue to promote pupil voice to gather feedback from EAL learners about their experience in school, helping staff to further tailor support and reinforce that every pupil is seen, heard, and valued.					
Raise greater depth (GD) in all year groups equal to or higher than that the national outcomes data and shows a year on year rise.	Use the smaller learning bands from September 2025 to more effectively identify and challenge pupils working at or towards greater depth.	SLT	INSET & PDMs Learning walks Planning analysis Book scrutinies Data analysis HT report to governors Pupil progress	Within SLT roles	More pupils reach GD through precise, responsive teaching in smaller, needs-based groups.	Ongoing A/ Sp/ S
	Deliver differentiated teaching within narrower attainment ranges, allowing for deeper exploration of subject content.				Nationally benchmarked GD outcomes show consistent year-on-year growth.	Ongoing A/ Sp/ S
	Embed high expectations and GD-oriented strategies in all classrooms, supported by training and planning time.				Pupils demonstrate deeper thinking, resilience and independence in their learning.	Ongoing A/ Sp/ S
Continue to prioritise writing through high-quality modelling, explicit editing skills, and well-sequenced learning to secure sustained improvement.	Teachers use the new banded class model to more effectively tailor writing instruction to current ability levels, supporting progression in small, clear steps.	MD/JH	INSET PDMs Learning walks Planning & Book scrutinies Data analysis HT Gov. report Gov. visits and presentations Pupil progress English Action Plan	Within SLT roles LA support - free	Pupils' writing is well-structured, cohesive and increasingly independent.	Ongoing A/ Sp/ S
	Regularly model writing processes and teach editing skills explicitly within reduced-range groupings.	SLT			Progress in writing accelerates across all pupil groups, including disadvantaged and those with gaps from previous learning.	Ongoing A/ Sp/ S
	Re-sequence writing units where necessary to reflect the learning needs of different bands.	MD/JH			Teachers report increased clarity and confidence in delivering writing sequences matched to need.	Ongoing A/ Sp/ S
	Ensure writing is accurately assessed through regular use of the school's writing framework and internal/external moderation, informing responsive teaching focused on modelling, editing, and progression.				Pupils make sustained improvements in writing, with increased accuracy, independence, and confidence, reflected in higher proportions achieving age-related expectations and greater depth.	Ongoing A/ Sp/ S
Ensuring full maths curriculum coverage and providing an ambitious curriculum for all pupils within the new class set-up, supported by a revised	MTPs in mathematics to align with smaller learning bands, ensuring logical progression and ambitious content for all pupils.	RH	INSET PDMs Learning walks Planning & Book scrutinies Data analysis HT Gov. report	Within SLT roles Additional PPA for RH	All pupils access NC, with appropriate stretch and challenge.	Ongoing A/ Sp/ S
	Structure maths teaching to maintain full NC coverage while providing targeted support and challenge within each band.				Pupils demonstrate strong mathematical understanding, fluency, and reasoning as a result of more precise, band-appropriate instruction.	Ongoing A/ Sp/ S

Medium-Term Plan (MTP).	Provide staff CPD to adapt maths delivery in banded groups, including strategies for progression, reasoning, and problem-solving.		Gov. visits and presentations Pupil progress English Action Plan	cover in budget	Improved maths outcomes across the school, particularly in reasoning and application, due to clearer focus and progression.	Ongoing A/ Sp/ S
	Use assessment data and ongoing teacher judgement to plan responsive interventions and enrichment within maths across bands.	SLT			Teachers report improved ability to deliver challenging, targeted maths lessons that support every learner's development.	Ongoing A/ Sp/ S
Developing oracy in mathematics, including refining and embedding the <i>Mastering Number</i> programme across the whole school.	Embed the Mastering Number programme in EYFS and KS1, and adapt oracy-rich approaches for KS2 within new banded teaching groups.	RH	INSET & PDMs Learning walks Planning & Book scrutinies Data analysis HT Gov. report & presentations Pupil progress Maths Plan Oracy Policy	Possible supply cover needed (awaiting dates)	Pupils are confident in explaining their mathematical thinking using correct terminology.	Ongoing A/ Sp/ S
	Encourage regular mathematical talk, problem-solving dialogue and explanation at all stages.				Improved fluency and reasoning, especially in early number, within all class bands.	Ongoing A/ Sp/ S
	Use professional development time to support staff in delivering oracy-rich mathematics in mixed-provision classes.				Enhanced mathematical outcomes across the school due to improved understanding and articulation.	Ongoing A/ Sp/ S
Continue to close the gap between disadvantaged and non-disadvantaged pupils, where there are no SEND needs.	Use the flexibility of the smaller learning bands to provide precisely targeted support for disadvantaged pupils.	SLT	INSET & PDMs Learning walks Planning & Book scrutinies Data analysis HT Gov. Report & presentations Pupil progress Sub action plan	Within SLT roles	Disadvantaged pupils without SEND make sustained and accelerated progress across subjects.	Ongoing A/ Sp/ S
	Monitor attainment and progress in each band to ensure disadvantaged pupils without SEND are challenged and supported at pace.				Gaps between non-SEND disadvantaged and non-disadvantaged peers continue to narrow in all bands.	Ongoing A/ Sp/ S
	Ensure high aspirations are maintained, with access to the full curriculum and enrichment for all.				Higher engagement, confidence and attainment for disadvantaged pupils.	Ongoing A/ Sp/ S
Continue to embed the Feedback and Assessment Policy so it moves pupils' learning forward in all subjects, provides helpful formative and summative data for teachers and is cognisant of teacher workload.	Ensure all staff and pupils understand and follow agreed approaches to feedback (verbal, written, whole class) to maximise learning.	MD	PDM INSET Book scrutinies Learning walks Data analysis Report to Gov.	Within SLT roles	Pupils act on feedback and make sustained progress.	Ongoing A/ Sp/ S
	Use formative feedback to inform next steps and summative data (AFL strategies) to guide teaching and groupings.				Teachers feel confident and supported in using manageable feedback approaches. Summative assessment like and formative assessment informs teaching.	Ongoing A/ Sp/ S
Continue to ensure assessments for each year in all subjects are moderated internally,	Continue annual schedule of moderation activities with clear expectations and formats.	SLT	PDM & INSET Book scrutinies Learning walks Data analysis	Within SLT roles	Teacher assessment is accurate, consistent and trusted across the school and beyond.	Ongoing A/ Sp/ S
	Strengthen cluster moderation partnerships to build external validation.					Spring 2026

with core subjects moderated with other schools in YR, Y2, Y4 and Y6.	Set up procedures for collation of moderation evidence.		Pupil progress Formal Ass. HT Gov. Report		Outcomes are more reliable and better inform provision. Teachers have increased confidence in assessment decisions.	Spring 2026
	Link moderation findings to staff training and curriculum refinement.					Ongoing A/ Sp/ S
Continue to improve curriculum and standards in all subjects – see leaders’ subject action plans.	Subject leaders implement and review subject-specific actions focused on curriculum delivery, progression, and assessment.	SLT	PDM &INSET Book scrutinies Learning walks Data analysis Pupil progress Formal Ass. HT Gov. report presentations	Within SLT roles & Additional PPA for sub. leaders covered in budget	Standards rise across all subjects with clearer evidence of learning and progression. Leadership at all levels is strengthened and more accountable for outcomes. Pupils receive a broad, balanced, and high-quality education across all areas.	Ongoing A/ Sp/ S
	Leaders supported with time, training, and mentoring to drive improvement.					Ongoing A/ Sp/ S
	Class structure supports consistency of curriculum delivery within tighter learning bands.					Ongoing A/ Sp/ S

Priority 3: Behaviour and Attitudes						
Intent	Implementation	Lead	Monitoring	Cost	Impact	Date
Continue to embed relational practice throughout the school to build relationships, improve behaviour and create a strong school community where everyone feels they belong, are safe, cared for and valued.	Provide ongoing staff training in relational approaches to behaviour and communication, so staff can both support and model this practice.	SHw	Learning walks Pupil Interviews Learning walks Gov. visits and presentations PDMs INSET	Within SLT & ELSA roles	Pupils feel listened to, valued, safer, happier, and more connected to school life. Incidents of behaviour needing adult intervention reduce, particularly at unstructured times. Peer relationships and conflict resolution skills improve. Staff and pupils report a stronger sense of trust and belonging. Life long skills for effective communication, empathy and problem solving and built on and valued. Pupils are supported to regulate and learn to understand and manage their emotions.	Ongoing
	Continue to use daily check-ins and symbols, restorative conversations to support emotional regulation and connection.	SHw				A/ Sp/ S Ongoing
	Continue to train pupils to act as relational practice ambassadors to support with low-level playtime disputes.	SHw				A/ Sp/ S Ongoing
	Continue to embed relational practice across assemblies, PSHE and daily routines.	JV				A/ Sp/ S Ongoing
	Continue with sensory circuits reviewing and adapting activities and pupils who would benefit.	SPH				A/ Sp/ S Ongoing
	Introduce soft landings to support regulation coming into school for those pupils who would benefit.	SPH				Spring 2026
To ensure EAL pupils feel safe, valued, and included, developing positive attitudes towards school and confidence in their	Continue with CPD both internal and external to highlight inclusive communication strategies that support language development and positive behaviour.	JV/SA	PDMs INSET EMAS Lang. leaders/ ambassadors International days	Within SLT roles	EAL pupils show positive behaviour, feel respected and proud of their identity, and are confident in social and learning situations. Staff foster an inclusive and respectful environment, leading to strong relationships and a sense of belonging for all.	Ongoing A/ Sp/ S
	Continue to promote cultural identity and belonging through celebration of languages, backgrounds, and pupil voice.					Ongoing A/ Sp/ S

behaviour and interactions.	Continue to support staff to build strong relationships with EAL families to reinforce consistent expectations and shared values.					Ongoing A/ Sp/ S
Continue to ensure that all staff are confident and are following the steps to support unwanted behaviour as set out in our policy.	Provide ongoing training in how to log behaviour incidents on Arbor correctly, to allow any trends to be picked up quickly and proactive responses put in place.	JV/SHw	Wk monitoring behaviour HT report to gov. RP logs and interventions PSHE adaptations to support class behaviour	Within SLT & ELSA roles	Staff will consistently follow the behaviour policy, resulting in a more unified and proactive approach to managing unwanted behaviours. Leading to better support for pupils in making positive behaviour choices and a calmer, more respectful learning environment across the school. Unwanted behaviour decreases and understanding of the impact of unwanted behaviour increases.	Ongoing A/ Sp/ S
	Support staff to confidently speak to families to inform them of any behaviour incidents, so we can all work together to support their pupil in making correct behaviour choices.					
Enable pupils to grow leadership within the school, ensuring pupil voices and opinions are heard in improving both our school and the local community.	Expand roles for pupil leadership so that they make a tangible contribution to the life of the school.	MD	Monitor roles	Within SLT roles	Pupils have the opportunity to take on extra responsibilities to support school and their fellow pupils', increasing their independences and sense of worth. Pupils feel they have a voice, are valued, empowered, and responsible for shaping their school environment. Increased pupil engagement in school initiatives and pride in contribution. Pupil-led ideas lead to tangible improvements in school and local community links. Profile of school raised across wider community Vital funds raised for school and charities. Whole school community (driven by FOSSS) works together for the greater good of our school, pupils and local community.	Ongoing A/ Sp/ S
	Use regular pupil voice activities to inform decision-making on school improvements through groups like school council, Mini Vinnie's, eco warriors...	JV	Questionnaires Pupil voice Minutes			Ongoing A/ Sp/ S
	Provide training and opportunities for pupils to lead projects that benefit the school and wider community, including fund raising events and volunteering projects that involve the whole school community and our organised by or with the pupils, including working with FOSSS.	JV/ SS	Minutes			Ongoing A/ Sp/ S
	Continue to ensure pupils with SEND have a voice and contribute to their plan whenever possible via Edukey and ILPs.	SHP	Pupil voice			Ongoing A/ Sp/ S
Continue to ensure all our pupils are staying safe online both at home and school.	Embed online safety teaching across the computing and PSHE curriculum.	MD/ TH	Learning walks Book scrutinies Arbor Gov. visits and minutes Family survey	Within SLT roles	Staff have an increased awareness of how to keep themselves and pupils safe online. and pupils can keep themselves safe online. Pupils demonstrate understanding of how to stay safe online and can explain what to do if something worries them. Families are more informed and involved in supporting online safety at home. Fewer online safety incidents reported within and beyond school.	Ongoing A/ Sp/ S
	Continue to deliver regular assemblies and workshops on online safety information, including for parents and carers.	MD				Ongoing A/ Sp/ S
	Continue to use filtering and monitoring tools in school to safeguard pupils' access.	MD/JV				Ongoing A/ Sp/ S
	Increase family engagement and partnership in promoting pupils' safety online through drop in clinics/ advise sessions for families.					Ongoing A/ Sp/ S

To continue to improve whole school attendance and punctuality and ensure number of pupils at risk of persistent absentees is reduced.	Utilise Arbor to track attendance and lateness and strengthen first-day response and follow-up procedures for absence as soon as possible.	JV/ SHw/ JM	Arbor Minutes HT Gov, report	Within SLT roles	School is proactively addressing punctuality and absences so pupils have a full education and can make strong progress in all areas of school life. Whole-school attendance improves year on year, and is above national expectations. Persistent absence rates reduce, especially for disadvantaged pupils. Pupils arrive at school on time and ready to learn, leading to improved outcomes.	Ongoing A/ Sp/ S
	Continue with weekly meetings to assess lateness and four weekly meeting to assess absences.	JV/ SHw				Ongoing A/ Sp/ S
	Continue to work with families through a relational and supportive approach to identify and overcome barriers to attendance.	JV/ SHw				Ongoing A/ Sp/ S
	Collaborate with external agencies where patterns of absence persist.	JV/ SHw				Ongoing A/ Sp/ S

Priority 4: Personal Development						
Intent	Implementation	Lead	Monitoring	Cost	Impact	Date
To ensure that prayer and liturgy are central to the life of our Catholic school, providing all pupils with regular, meaningful opportunities to encounter Christ, grow in faith, and develop spiritually through a rich and inclusive liturgical life rooted in scripture, tradition, Catholic Social Teaching (CST), and the teachings of the Church.	Provide daily opportunities for prayer, including teacher- and pupil-led class prayers, whole-school worship, and reflective prayer spaces.	JN/JV	INSET PDMs Learning walks Planning Scrutinies Questionnaires Pupil Interviews Gov. Visits and presentations HT report to Gov	Within SLT roles & ½ dy a week add. time for JN	Pupils develop a personal and collective relationship with God and a secure understanding of the importance of prayer in their daily lives.	Ongoing A/ Sp/ S
	Ensure weekly collective worship is well planned, inclusive, and varied, drawing on the liturgical calendar, Gospel readings, and Catholic traditions.				Pupils demonstrate reverence, confidence, and active participation in liturgy.	Ongoing A/ Sp/ S
	Offer regular opportunities for pupils to plan, lead and evaluate acts of worship across all year groups.				Worship is seen as a joyful, spiritual, and enriching part of school life by pupils, staff, and visitors.	Ongoing A/ Sp/ S
	Develop pupils' understanding of key liturgical elements, including symbolism, silence, scripture, and signs of reverence.				Pupil-led liturgies reflect depth of understanding, creativity, and spiritual maturity.	Ongoing A/ Sp/ S
	Celebrate key feasts, holy days, and seasons of the Church through Mass, assemblies, and parish links.				Prayer and liturgy contribute to pupils' spiritual formation, moral decision-making, and understanding of their role in the wider Church and society.	Ongoing A/ Sp/ S
	Involve clergy, parents, and the wider faith community to deepen pupils' experience of prayer and liturgy.				Strong links with the parish and community enhance the lived Catholic mission of the school.	Ongoing A/ Sp/ S
	Embed Catholic Social Teaching themes within worship and school life to link prayer with action and moral development.				Pupils actively engage in the spiritual life of the school, demonstrating deeper understanding of Catholic Social Teaching and growing as faith leaders who live out Gospel values through service, prayer, and action.	Ongoing A/ Sp/ S
	Empower the Mini Vinnies to lead and support acts of prayer, reflection, and social action across the school, helping to plan and deliver liturgies that reflect CST and encourage pupil voice in the school's faith life.					Ongoing A/ Sp/ S

To ensure the mental health of pupils is a high priority for all and that pupils know how and where to seek support.	Use Ten:Ten's PSHE scheme to ensure coverage of all objectives whilst reflecting the Catholic nature of our school to ensure PSHE is embedded across the school.	TH/ LB	Regular training for staff Learning walks Pupil and staff interviews Governor presentations HT report to gov.	Within SLT & ELSA roles & Add. PPA for sub. leaders covered in budget	Pupils are aware of how to support their own mental health and staff are able to spot the signs of poor mental health and take appropriate action.	Ongoing A/ Sp/ S
	Concerns for pupils' mental health are raised and discussed using safeguarding systems and discussed at weekly vulnerable pupils' meetings and actioned appropriately.	JV / SHw +DSLs			Pupils feel safe and confident to talk about their mental health.	Ongoing A/ Sp/ S
	Continue to ensure that Pastoral support, Family Support Plans, ELSA or referrals for MHST made in discussion with families, are available to support our pupils and families.	SHw/ SENCo			Increased early identification and support for pupils experiencing difficulties.	Ongoing A/ Sp /S
	Ensure class structures from September 2025 support pupil wellbeing by reducing the complexity of learning needs within each group, enabling more focused pastoral care, and supporting well by allowing all pupils to achieve.	JV			Positive feedback from pupils about wellbeing support and reduced stigma. Improved emotional wellbeing as a result of more personalised support enabled by smaller learning bands.	Ongoing A/ Sp/ S
To ensure the mental health of staff is a high priority for all and staff feel able to openly seek support if needed.	Provide staff access to mental health resources, wellbeing programmes, and confidential counselling.	SLT / TH	Surveys Appraisal Supervision	Within SLT & ELSA roles & Add. PPA for sub. leaders covered in budget	Staff report feeling supported and able to seek help without stigma.	Ongoing A/ Sp/ S
	Create a supportive culture through regular check-ins, staff forums, and wellbeing initiatives.	SLT / TH			Ensure that stress-related absences remain very low and improved staff morale.	Ongoing A/ Sp/ S
	Continue training to ensure MHST leaders and wellbeing team are able to recognise and respond to staff wellbeing concerns promptly.	JV / SHw/ SENCo/ DH			Continue to positive, healthy working environment that supports retention.	Ongoing A/ Sp/ S
	Support staff wellbeing by reducing the range of learning needs in each class, enabling more manageable teaching and planning.				Greater teacher confidence and job satisfaction due to more targeted, efficient teaching groups.	Ongoing A/ Sp/ S
Continue to ensure pupils understand how to be responsible, respectful citizens of the world, understanding, respecting and celebrating difference while developing their	Embed SMSC (Spiritual, Moral, Social and Cultural) through curriculum content, assemblies, and extra-curricular activities.	SLT	Learning walks Book scrutinies Minutes Charity work	Within SLT roles	Pupils are prepared for modern Britain and have a developed understanding and respect for all people in our world, this is demonstrated in their words and actions.	Ongoing A/ Sp/ S
	Celebrate diversity through events, visitors, and mini international days and whole school international day.	SA			All pupils and families feel proud of their culture and feel valued.	Ongoing A/ Sp/ S
	Use the restructured class groupings to support inclusive learning environments and foster stronger peer relationships.				Pupils demonstrate empathy, respect, and understanding of diverse cultures and beliefs.	Ongoing A/ Sp/ S

spiritual, moral, social and cultural development.	Language Ambassadors and Language Leaders (under the guidance of MFL teacher) continue to expand on the events they hold throughout the year to celebrate different cultures, religions, ethnicity, language and festivals.				Positive behaviour and inclusive attitudes observed throughout the school. Pupils actively participate in social and community initiatives. Pupils show that they are responsible, respectful, active citizens through their words, work and actions at school. Improved social cohesion and peer support in smaller, more focused class bands.	Ongoing A/ Sp/ S
	Catholic Social Justice is taught throughout the curriculum.	JN				Ongoing A/ Sp/ S
	British Values are taught through the curriculum, and highlighted in assemblies by our school council.	RH				Ongoing A/ Sp/ S
	Relational Practice continues to develop and a high priority with the school to support pupils' understanding and support of others.	SHW				Ongoing A/ Sp/ S
To develop British values of democracy, rule of law, individual liberty, respect and tolerance.	British Values are taught through the curriculum, and highlighted in assemblies by our school council.	RH	Learning walks Pupil interview Minutes Charity work	Within SLT roles & Add. PPA for sub. leaders covered in budget	Pupils are prepared for modern Britain and have a developed understanding and respect for all people in our world, this is demonstrated in their words and actions. Pupils understand and can articulate British values and their relevance. Increased pupil participation in democratic activities and school governance. Respectful and tolerant behaviour embedded in the school culture. Stronger classroom relationships enhance mutual respect and inclusion.	Ongoing A/ Sp/ S
	Involve pupils in democratic processes such as elections for school council and decision-making.					Ongoing A/ Sp/ S
	Reinforce rule of law through behaviour policies and consistent expectations.					Ongoing A/ Sp/ S
To ensure that we offer a range of opportunities to nurture, develop and stretch all pupils' talents and interests to broaden their development.	Provide diverse extra-curricular clubs, leadership opportunities, and enrichment activities.	JV/ MD	Club registers Celebration assembly Newsletter School performances Music shows Questionnaires	Add. PPA for sub. leaders covered in budget	Pupils engage enthusiastically in a wide range of activities beyond the classroom. Increased confidence and skills development across diverse areas. Positive feedback from pupils and parents on opportunities provided. Greater equity of access to stretch and challenge through more focused groupings.	Ongoing A/ Sp/ S
	Continue to track how many of our vulnerable pupils attend clubs, and offering support to those who do not have the opportunity.					Ongoing A/ Sp/ S
	Continue to offer opportunities for pupils to nurture and showcase talents.					Ongoing A/ Sp/ S
	Tailor provision more effectively through reduced learning range within each class from September 2025, allowing staff to better nurture individual talents.					Ongoing A/ Sp/ S
Continue to monitor the new PSHE curriculum to ensure it	Regularly review and update of the PSHE curriculum content based on pupil feedback and national guidance.	TH/ JV	Learning walks Book scrutinies	Within SLT roles &	Families, staff and pupils are informed, allowing pupils to keep themselves safe.	Ongoing A/ Sp/ S

supports learners' broader development and promotes their understanding of healthy relationships and health education.	Train staff to deliver sensitive topics effectively and confidently.		Staff training Family forums Questionnaires	Add. PPA for sub. leaders covered in budget	Pupils demonstrate increased knowledge and skills in healthy relationships and personal wellbeing. Positive changes in attitudes and behaviours linked to PSHE learning. Staff feel confident and well-equipped to teach the PSHE curriculum. Families feel confident and well-equipped to support their pupils' learning at home.	Ongoing A/ Sp/ S
	Share and educate families on what is being taught in school.					Ongoing A/ Sp/ S
	Use pupil voice and assessment to evaluate understanding and impact.					Ongoing A/ Sp/ S

Priority 5: Leadership and Management						
Intent	Implementation	Lead	Monitoring	Cost	Impact	Date
To continue to promote a clear and ambitious vision for the school, which relentlessly focuses on improving the quality of education – through: - the quality of our curriculum, - teaching and learning and outcomes (progress and attainment) - collaboration opportunities for leaders at all levels.	Embed and communicate the school's evolving vision to all stakeholders through staff CPD, pupil forums, and regular parent/carers updates.	Sub. Leads & SLT	INSET PDMs Gov. reports and presentations Formative data analysis Pupil interviews Questionnaires	Within SLT roles & Add. PPA for sub. leaders covered in budget	Greater clarity and ownership of the school's vision by staff, pupils, and families.	Ongoing
	From September 2025, adopt a more pupil-centred class structure to better meet individual needs. Replace broad mixed-age classes with smaller learning bands of typically five levels.				The new class model supports more targeted teaching, leading to improved outcomes, wellbeing, and confidence for all pupils.	Ongoing
	Review class groupings annually based on academic data, pupil needs, and friendships to support holistic development.				Teachers are better equipped to plan for progress and challenge, improving consistency of quality teaching.	Ongoing
	Ensure staff training and leadership support for effective delivery within the new structure.				Leaders at all levels contribute meaningfully to school improvement, creating a culture of reflection, shared accountability and innovation.	A/ Sp/ S
	Provide regular opportunities for collaboration and professional dialogue across leadership levels to monitor, reflect and adapt practice in response to pupil needs.					Ongoing A/ Sp/ S
						Ongoing
Leaders continue to develop opportunities to engage with pupils, families, and the community to make a positive difference.	Sustain and develop opportunities for meaningful pupil voice, including School Council, Mini Vinnie's, Eco-Warriors, and other leadership roles.	SLT	Pupil Interviews Questionnaires Gov. visits and presentations	Within SLT roles	Strong relationships with families and community lead to improved trust, participation, and shared responsibility for pupils' development.	Ongoing
	Maintain strong home-school communication including newsletters, learning celebrations, family forum and family events.				Pupil voice influences key decisions and enhances a sense of belonging.	A/ Sp/ S
	Engage with community groups, church, local charities and other schools to broaden pupils' experiences and sense of social responsibility.				Pupils are increasingly aware of their role in both school and wider society, developing into compassionate, responsible citizens.	Ongoing
	Website to have dedicated sections to support and signpost families.					A/ Sp/ S

	Drop in sessions for the school nurse and MHST held regularly to support families and pupils.					Ongoing A/ Sp/ S
To ensure governors are robust and rigorous in holding leaders to account for the quality of education and school improvement.	Continue to provide governors with detailed, accurate reporting on curriculum, pupil outcomes, safeguarding and wider school development priorities.	JV	Governor minutes. Governor visit reports HT report to gov. Training record Newsletter Website	Within SLT roles & Hamp. Hub training	Governors provide effective challenge and support to school leaders.	Ongoing A/ Sp/ S
	Conduct regular link governor visits (at least two a year) aligned to SIP priorities, including evaluation of the new class structure.				Strategic decisions, such as class organisation changes, are underpinned by strong governance and accountability.	Ongoing A/ Sp/ S
	Deliver targeted training and briefings to ensure governors understand educational data, inspection expectations and the impact of new initiatives.				Governors contribute to a culture of continuous improvement and high expectations.	Ongoing A/ Sp/ S
	Continue to develop governors' profile in the school community through communication with wider stakeholders, through Annual report and greater visibility on school website and other school communications.					Ongoing A/ Sp/ S
To ensure school continue to build on their strong safeguarding culture.	Continue with staff training (internal & external) to ensure everyone has a strong understanding of safeguarding and procedures, including embedding changes/requirements from KCSiE 2025.	JV/SHw	Survey INSET PDMs Training Arbor Supervision HT Gov. report	Within SLT & ELSA roles	Staff can effectively keep all pupils safe.	Ongoing A/ Sp/ S
	Ensure all safeguarding is reported effectively and timely onto Arbor so appropriate action can be taken swiftly.				Safeguarding continues to be recognised as a strength of the school, with systems that are trusted, effective and understood by all.	Ongoing A/ Sp/ S
	Weekly meetings to discuss vulnerable pupils, recorded on the excel document, looking at trends and opportunities to be more pro-active.				Pupils feel safe, supported and confident to share concerns.	Ongoing A/ Sp/ S
	Supervision in place for all DSLs, Pre-School and staff who request it.	JV/ SHw/ DH/ SPH				Ongoing A/ Sp/ S
	Continue to teach pupils, families and staff how to stay safe, including online and in the community, through the curriculum and wider opportunities.	JV/ MD				Ongoing A/ Sp/ S

Priority 6: Early Years		
Intent	Monitoring	Impact
- Ensure there is a well-sequenced, ambitious curriculum tailored to meet the needs and interests of each cohort, supporting all pupils to make strong progress from their starting points. - Maintain a consistent, systematic approach to the teaching of early reading and synthetic phonics, so that all pupils build secure foundations in reading.	SEE THE EYFS ACTION PLAN FOR DETAILS	At St. Swithun's Catholic Primary School we are passionate about pupils being happy, confident, independent, well-rounded individuals with a love for learning. We believe that the Early Years Foundation Stage is crucial in securing solid foundations that pupils continue to build upon throughout their school life. It is our aim that the pupils who enter our

• Embed the 'Mastering Number' programme to strengthen pupils' early mathematical understanding, supported by high-quality mathematical resources for independent and structured exploration. • Develop the outdoor learning environment so that it offers purposeful opportunities across all areas of learning and supports the development of all pupils, including those with additional needs. • Strengthen communication and partnership with parents and carers, including through the effective use of iConnect in Pre-School, to promote continuity of learning between home and school. • Continue to work towards full capacity in the Pre-School setting, ensuring provision remains high quality and inclusive. • Enhance provision for speech, language, and communication to ensure all pupils, including those with EAL or language delay, develop the vocabulary and confidence to express themselves effectively.		EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and a love of learning. We do this by ensuring that all pupils feel safe and happy at school in an engaging and stimulating environment both indoors and outdoors that's builds on each individual pupil's needs and interests. We believe that all pupils deserve to be valued as an individual and we are passionate in allowing all pupils to achieve their full, unique potential.
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KEY	Completely finished	Strongly in place	Working on	Not happening at all	Not due to start yet
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