

St Swithun's Catholic Primary School

School Improvement Plan 2026-2027



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	361	Total	22.5%	Total	SEND 19.5%	EHCP 3.5%	Total	43%	Total	95%	Total	57%	30%	0.25%	3.75%	8%	Total	0
Main	312	Main	23%	Main	SEND 21.1%	EHCP 3%	Main	42%	Main	95%	Main	59%	27%	0.25%	5.75%	8%	Main	0
Pre-Sch	49	Pre-Sch	20%	Pre-Sch	SEND 8%	EHCP 0%	Pre-Sch	51%	Pre-Sch	96%	Pre-Sch	35%	47%	0%	10%	8%	Pre-Sch	0

National Tests	2024-2025 School Outcomes	2024-2025 National Outcomes	2024-2025 Portsmouth Outcomes	2025-2026 School Outcomes	2025-2026 National Outcomes	2025-2026 Portsmouth Outcomes
EYFS	82%↓	68%	66%	87%↑	72%	71%
Yr 1 Phonics	91%↑	80%	78%	87%↓	82%	79%
Yr 2 Phonics Retakes	85%↑ (13ch)	50%	51%	100%↑ (3ch)	53%	49%
MTC 25/25	Average score 23.3/25↑	Average score 21.1/25	Average score 20.2/25	Average score 23.3/25-	Average score 21.7/25	Average score 21.6/25
KS2 SATs Reading	76%↓ (GD 49%↑)	75% (GD 33%)	68% (GD 27%)	81%↑ (GD 35%↓)	75% (GD 31%)	68% (GD 22%)
KS2 TA Writing	87%↑ (GD 4%-)	72% (GD 13%)	66% (GD 4%)	86%↓ (GD 9%↑)	73% (GD 13%)	68% (GD 6%)
KS2 SATs Maths	76%↓ (GD 16%↓)	74% (GD 26%)	65% (GD 18%)	79%↑ (GD 14%↓)	75% (GD 27%)	68% (GD 18%)
KS2 TA Science	89%-	82%	TBC	95%↑	82%	
KS2 Combined	69%↑ (GD 2%-)	62% (GD 8%)	53% (GD 3%)	72%↑ (GD 2%-)	63% (GD 9%)	55% (GD 3%)
KS2 SPAG	80%↓ (GD 33%↓)	73% (GD 30%)	64% (GD 19%)	81%↑ (GD 28%↓)	74% (GD 30%)	66% (GD 21%)
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 - 2026										
	Pre-Sch 2-3yrs	Pre-Sch 3-4yrs	YrR		Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Prime Areas	73% ↓	79% ↑	87% ↑	Reading	84% ↑ (GD 31% ↑)	84% ↑ (GD 31% ↑)	82% ↑ (GD 43% ↑)	91% ↑ (GD 47% ↑)	81% ↑ (GD 43% ↑)	81% ↑ (GD 35% —)
Literacy	81% ↓	83% ↑	87% ↑	Writing	84% ↑ (GD 18% ↑)	69% ↓ (GD 20% ↑)	73% ↑ (GD 18% ↑)	87% ↑ (GD 36% ↑)	85% ↑ (GD 33% ↑)	86% ↑ (GD 9% ↑)
Numeracy	69% ↓	72% ↓	87% ↑	Maths	87% ↑ (GD 24% ↑)	78% ↑ (GD 27% ↑)	82% ↑ (GD 36% ↑)	82% ↑ (GD 51% ↑)	76% ↑ (GD 24% ↑)	79% ↓ (GD 14% ↓)
All of above	73% ↓	79% ↑	87% ↑	Combined	82% ↑ (GD 11% ↑)	66% ↓ (GD 14% ↓)	66% ↑ (GD 16% ↑)	76% ↑ (GD 11% ↑)	74% ↑ (GD 9% ↑)	76% ↑ (GD 2% ↑)

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% —)

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	
Achievement Gaps	- Continue to improve combined attainment across the school, ensuring outcomes continue to rise year on year, particularly in Year 2 where combined outcomes remain below other cohorts. - Continue to close the gap between disadvantaged and non-disadvantaged pupils (excluding pupils with significant SEND), with a particular focus on writing in Years 2 and 5, reading in Year 6 and mathematics in Year 5. - Raise the proportion of pupils achieving Greater Depth, particularly in Key Stage 2 mathematics and SPaG, so outcomes are consistently at or above national figures. - Continue to improve outcomes for pupils with EAL by embedding high-quality adaptive practice and explicit vocabulary development across the curriculum.
Priority 1 Developing the Catholic life of the school	- Live out the school's mission by ensuring Gospel values, Catholic Social Teaching and prayer underpin every aspect of school life. - Deepen pupils' understanding of Catholic Social Teaching. - Further develop prayer and liturgy across the school. - Promote opportunities for pupils to respond to the needs of others through service and action. - Ensure the RE curriculum develops theological understanding through enquiry and reflection. - Continue to strengthen links with families, the parish and wider community.
Priority 2 Quality of Education	- Continue to improve the quality of teaching and learning through adaptive practice, effective assessment and high-quality curriculum implementation so that all pupils achieve highly across the curriculum. - Embed the St Swithun's Adaptive Practice Framework so every child accesses an ambitious curriculum through appropriate support and challenge. - Raise combined attainment by ensuring formative and summative assessment informs teaching, intervention and curriculum development. - Successfully implement and embed the new English and maths curriculums. - Develop a whole-school culture of oracy to improve vocabulary, reasoning, discussion and written outcomes. - Continue to strengthen curriculum implementation across all foundation subjects. - Ensure assessments for each year are moderated internally with core subjects moderated with other schools in YR, Y2, Y4 and Y6.
Priority 3 Behaviour and Attitudes	- Maintain the school's strong culture of positive behaviour, high expectations and excellent attendance so pupils are ready to learn and demonstrate pride in themselves, their school and their community. - Continue embedding restorative and relational approaches. - Further improve attendance, with a particular focus on persistent absence and disadvantaged pupils. - Develop pupils' independence, resilience and self-regulation within lessons. - Ensure behaviour consistently supports ambitious learning in every classroom. - Promote positive learning behaviours through adaptive teaching and clear classroom routines.
Priority 4 Personal Development	- Develop confident, compassionate and responsible young people who are prepared for life in modern Britain and inspired by the Gospel values. - Strengthen pupil leadership opportunities across the school. - Further develop oracy through public speaking, worship and pupil voice. - Embed Catholic Social Teaching across the wider curriculum. - Embed new PSHE curriculum - Continue to promote positive mental health and wellbeing. - Develop wider enrichment opportunities, including sport, music, culture and outdoor learning. - Ensure pupils understand how to stay safe both online and offline.
Priority 5 Leadership and Management	- Provide strategic leadership that promotes continual school improvement, develops staff expertise and ensures effective use of resources to secure the best possible outcomes for every pupil. - Develop middle leaders' leadership of curriculum, assessment and monitoring.

	• Ensure monitoring leads directly to improvements in classroom practice. • Strengthen coaching and professional development through instructional coaching and collaborative practice. • Continue to implement the three-year budget recovery plan whilst protecting curriculum quality. • Develop robust systems for evaluating the impact of interventions and additional provision. • Strengthen governance through clear reporting linked to school priorities.
Priority 6 Early Years	• Continue to develop communication, language and early oracy. • Strengthen early reading and writing through the Read Write Inc. programme. • Develop mathematical understanding through high-quality continuous provision and adult interaction. • Embed assessment systems that identify children's next steps quickly. • Ensure learning environments promote independence, curiosity and sustained shared thinking.
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.
CSI – OUTSTANDING (July 2026) School priorities	• Provide opportunities for pupils to use their creativity and individuality to demonstrate their learning in religious education. • Broaden the involvement of a wider range of staff and pupils in the planning, preparation and delivery of prayer and liturgy.

Priority 1: Developing the Catholic life of the school		
Intent	Monitoring	Impact
•	SEE THE RE ACTION PLAN FOR DETAILS	

Priority 2: Quality of Education					
Intent	Implementation	Lead	Monitoring	Impact	Date
To develop a consistent whole-school approach to adaptive practice so that every child accesses an ambitious curriculum through the same learning intention, with carefully planned adaptations that enable success whilst maintaining high expectations for all.	Develop and launch the St Swithun's Adaptive Practice Framework, outlining clear expectations for planning, teaching and assessment. Introduce the principle of One Learning, Every Learner, ensuring all pupils work towards the same learning objective with adaptations that support access and success.	MD / SLT	Learning walks, planning scrutiny, staff discussion, book scrutiny.	Staff have a shared understanding of adaptive practice and consistently plan ambitious learning for every pupil.	Autumn 2026
	Deliver whole-school CPD on adaptive teaching, including scaffolding, modelling, explicit instruction, questioning, cognitive load, worked examples, vocabulary development and the gradual removal of support to develop independence.	MD	PDM evaluations, lesson observations, coaching records.	Teachers confidently select adaptive strategies that enable pupils to succeed without reducing challenge.	Autumn 2026
	Develop a bank of agreed adaptive strategies and exemplification from across the curriculum, using the successful RE enquiry model as an exemplar of all pupils accessing the same enquiry through different levels of support and challenge.	Subject leaders	Planning scrutiny, pupil voice, subject monitoring.	Greater consistency in adaptive practice across all curriculum subjects.	Spring 2027
	Ensure lesson planning demonstrates a single ambitious learning objective with adaptations identified through scaffolds, adult support, questioning, vocabulary, manipulatives, pre-teaching and flexible grouping where appropriate. Deepening opportunities are planned for pupils ready for further challenge.	Teachers	Lesson observations, planning scrutiny, book scrutiny.	All pupils access the same curriculum with appropriate support or challenge. Expectations remain consistently high.	Spring 2027
	Develop coaching and peer observations focusing specifically on adaptive practice, allowing staff to observe excellent practice and reflect upon their own pedagogy.	MD	Peer observation feedback	Staff confidence increases and adaptive practice becomes embedded across the school	Summer 2027
	Subject leaders monitor adaptive practice within their curriculum areas, ensuring adaptations maintain subject integrity and disciplinary thinking rather than reducing cognitive demand.	MD + Subject Leaders	Pupil interviews, learning walks	Adaptive practice is consistently evident across core and foundation subjects	Autumn 2027
	Refine adaptive practice through monitoring and professional dialogue, ensuring adaptations are increasingly responsive to formative assessment and pupils become progressively more independent over time.	SLT	Learning walks, book scrutiny, pupil progress meetings, pupil voice.	Teachers adapt teaching fluidly in response to assessment, resulting in improved progress and greater pupil independence.	2027–2028
Raise combined attainment and progress for all pupils across all phases so outcomes improve year on year. Embed a culture of responsive assessment where formative and summative	Embed the school's Feedback and Assessment Policy so formative and summative assessment are used consistently to move learning forward, identify next steps and inform responsive teaching whilst remaining mindful of teacher workload.	MD	Learning walks, book scrutiny, professional dialogue	Assessment and feedback are consistently used to improve teaching and accelerate pupil progress across all phases	Autumn 2026
	Develop teachers' confidence in analysing summative assessment information, including NFER and statutory assessments, using question-level analysis to identify strengths, misconceptions, curriculum gaps and next steps for individuals, groups and whole classes.	MD/SLT	Pupil Progress Meetings, Planning scrutiny, staff discussions	Teachers are able to confidently analyse assessment information and accurately identify priorities for future teaching	Autumn 2026

Priority 2: Quality of Education					
Intent	Implementation	Lead	Monitoring	Impact	Date
assessment is used effectively to identify strengths, diagnose misconceptions, inform teaching and target support.					
	Establish clear expectations that formative assessment is used routinely within lessons to identify misconceptions, adapt teaching, provide immediate support and increase challenge where appropriate.	MD	Learning Walks, lesson observations	Teaching becomes increasingly responsive, with misconceptions identified and addressed quickly, leading to improved pupil progress.	Autumn 2026
	Redesign Pupil Progress Meetings to focus on the impact of teaching, assessment information and planned actions rather than attainment data alone. Discussions will evaluate barriers, classroom adaptations, interventions, progress towards combined attainment and the effectiveness of previous actions.	MD	Pupil Progress Meeting records, follow-up monitoring, governor reports.	Pupil Progress Meetings become evidence-informed professional discussions that drive improvements in classroom practice and accelerate pupil progress.	Autumn 2026
	Ensure every teacher maintains an accurate understanding of each pupil's attainment, strengths, barriers to learning and next steps. Teachers use assessment information to plan appropriate classroom adaptations and targeted support.	MD/SPH	Pupil Progress Meetings, professional dialogue, learning walks.	Teachers confidently articulate the needs and next steps of every learner and adapt teaching accordingly.	Spring 2027
	Embed robust internal and external moderation to ensure assessment judgements are accurate, consistent and inform future teaching.	MD	PDM, professional dialogue	Assessment judgements are accurate, consistent and reliable across the school, enabling teachers to identify precise next steps and adapt teaching to improve pupil outcomes.	
	Develop and implement a whole-school provision map identifying all pupils receiving additional provision, including classroom adaptations, interventions, pastoral support, SEND provision, EAL support and disadvantaged pupil strategies. Review provision regularly to evaluate impact and inform future planning.	SPH	Provision map reviews, intervention evaluations, pupil progress meetings.	Support is targeted, coordinated and evaluated effectively, ensuring resources are directed where they have the greatest impact.	Summer 2027
	Strengthen the use of assessment by subject leaders to identify whole-school trends, evaluate curriculum effectiveness and inform curriculum development, staff training and subject action planning.	Subject Leaders	Subject monitoring, data analysis, governor reports	Curriculum developments are informed by robust assessment evidence, leading to improved standards across all subjects	Autumn 2027
	Embed a consistent whole-school assessment cycle: Assess → Analyse → Identify → Adapt → Teach → Review , ensuring assessment continually informs teaching and accelerates progress towards combined attainment.	SLT	Learning walks, book scrutiny, pupil outcomes	Assessment becomes an integral part of high-quality teaching, resulting in sustained improvements in attainment, progress and pupil outcomes.	Throughout 2027–2028

Priority 2: Quality of Education					
Intent	Implementation	Lead	Monitoring	Impact	Date
Develop a whole-school culture of high-quality oracy so that every pupil becomes a confident, articulate communicator who can listen attentively, express ideas clearly, justify opinions and use ambitious vocabulary to deepen thinking and learning across the curriculum. Through explicit teaching of oracy, pupils will develop the confidence and skills to participate fully in classroom discussion, collaborative learning and wider school life.	Develop and launch the St Swithun's Oracy Framework, establishing clear progression in speaking and listening from EYFS to Year 6 and providing a shared language for teaching oracy across the curriculum.	MD/JH	Learning walks	A consistent approach to oracy is established across the school	Autumn 2026
	Establish whole-school expectations for classroom talk, including discussion guidelines, talk partners, sentence stems and agreed discussion routines, ensuring pupils understand how to participate effectively in collaborative learning.	MD	Learning walks	High quality classroom discussion becomes a consistent feature of teaching and learning	Autumn 2026
	Develop teachers' expertise in explicitly teaching oracy through modelling, questioning, vocabulary development, structured discussion and opportunities for purposeful talk across all curriculum subjects.	MD	Learning walks, coaching	Teachers confidently teach oracy rather than expecting children to talk	Spring 2027
	Embed ambitious vocabulary instruction and oral rehearsal across the curriculum, ensuring pupils regularly explain, justify, summarise, challenge and build upon the ideas of others before recording their learning.	Subject Leaders	Learning walks	Pupils use increasingly ambitious vocabulary and articulate their thinking with confidence	Spring 2027
	Develop opportunities for pupils to present, debate, perform and speak to a range of audiences through worship, assemblies, pupil leadership, curriculum presentations and enrichment activities.	Class Teachers	Learning walks, enrichment monitoring	Pupils become increasingly confident communicators in a range of formal and informal contexts	Spring 2027
	Introduce approaches to monitor and assess pupils' oracy development, enabling teachers to identify strengths and next steps and ensuring progression in speaking and listening across the school.	Oracy Lead	Assessment review, pupil conferencing	Teachers use assessment to support pupils' oracy development and identify areas for improvement.	Summer 2027
	Ensure subject leaders promote purposeful oracy within their curriculum areas, identifying opportunities for disciplinary talk, reasoning and collaborative enquiry.	Subject Leaders	Learning walks	High-quality oracy becomes embedded across the wider curriculum and supports deeper learning.	Autumn 2027 ongoing

Priority 2: Quality of Education					
Intent	Implementation	Lead	Monitoring	Impact	Date
Continue to improve the curriculum and standards in reading and writing – see English Action Plan for detail.	Embed the new English curriculum, ensuring a consistent sequence of learning across the school. Strengthen the teaching of reading, writing, vocabulary and oracy through high-quality modelling, purposeful talk and adaptive practice. Ensure assessment is used effectively to identify next steps and accelerate progress for all pupils.	JH/MD	As detailed in the English Action Plan. Learning walks, book scrutiny, pupil voice, assessment analysis and governor curriculum meetings.	Pupils develop as fluent, confident readers and purposeful writers who apply ambitious vocabulary, accurate transcription and effective composition across the curriculum. Consistent teaching leads to improved attainment and progress in reading and writing for all groups of learners.	Ongoing 2026-2028
Continue to improve the curriculum and standards in mathematics – see Maths Action Plan for detail.	Embed the revised mathematics curriculum, ensuring consistent mastery teaching across the school. Develop teachers' subject knowledge, adaptive practice and use of formative assessment so pupils develop secure fluency, reasoning and problem-solving skills. Ensure misconceptions are identified and addressed swiftly to maximise progress for all learners.	RH	As detailed in the Maths Action Plan. Learning walks, book scrutiny, assessment analysis, pupil voice, governor curriculum meetings and internal/external moderation.	Pupils demonstrate secure mathematical understanding, fluency, reasoning and problem-solving skills. Teaching is consistently responsive to pupils' needs, resulting in improved attainment, increased confidence and accelerated progress across all groups.	Ongoing 2026-2028
Continue to improve the curriculum and standards across all foundation subjects – see Subject Leader Action Plans for detail.	Continue to embed the foundation curriculum, ensuring progression in knowledge, vocabulary and disciplinary thinking. Subject leaders monitor curriculum implementation, assessment and adaptive practice to ensure pupils know more, remember more and apply learning confidently across the curriculum.	Subject Leaders	Subject reviews, learning walks, book scrutiny, pupil voice, curriculum monitoring and governor visits.	High-quality teaching is consistent across all curriculum areas. Pupils develop secure substantive knowledge, subject-specific vocabulary and disciplinary skills, enabling them to achieve well across the full breadth of the curriculum.	Ongoing 2026-2028
	Develop proportionate assessment approaches which identify what pupils know, remember and can do whilst informing future curriculum development.	Subject Leaders	Assessment moderation, subject reviews, book scrutiny, pupil voice	Assessment identifies what pupils know, remember and can do, enabling teachers and subject leaders to refine teaching, strengthen curriculum implementation and improve outcomes across the curriculum.	Spring 2027

Priority 3 – Behaviour and Attitudes					
Intent	Implementation	Lead	Monitoring	Impact	Date
Develop pupils who are independent, resilient and responsible learners, demonstrating excellent attitudes to learning, high attendance and behaviour that enables every child to flourish academically, socially and spiritually.	Continue to embed relational practice so that positive relationships underpin behaviour, wellbeing and learning across the school.	SLT	Learning walks, behaviour records, pupil voice	Positive relationships are evident throughout the school and behaviour consistently supports learning.	Autumn 2026
	Develop a whole-school approach to learning behaviours, explicitly teaching resilience, independence, perseverance and self-regulation across all year groups.	MD	Learning walks, pupil voice	Pupils demonstrate increasing independence and resilience when faced with challenge.	Spring 2027
	Establish consistent classroom routines that maximise learning time and support pupils to regulate their own behaviour and learning.	Teachers		Behaviour is calm, purposeful and supports ambitious learning in every classroom.	Spring 2027
	Continue to improve attendance and punctuality through targeted support, early intervention and strong partnerships with families, with a particular focus on persistent absence and vulnerable groups.	SHW/JV	Attendance reviews	Attendance continues to improve and persistent absence reduces.	Ongoing
	Develop pupils' independence by encouraging them to use classroom resources, self-assess learning, seek appropriate support and take increasing responsibility for their own progress.	Teachers	Learning walks, pupil interviews	Pupils become increasingly confident, independent learners who take ownership of their learning.	Autumn 2027
	Further develop pupil leadership opportunities, enabling pupils to contribute positively to school improvement and the wider community.	SLT, CM	Pupil Voice	Pupils actively contribute to school life and demonstrate responsibility and pride in their community.	Autumn 2027

Priority 4 – Personal Development					
Intent	Implementation	Lead	Monitoring	Impact	Date
Develop confident, compassionate and articulate young people who are well prepared for the next stage of education and inspired to make a positive difference to others through the school's Catholic mission.	Embed the revised PSHE curriculum, ensuring pupils develop the knowledge, skills and understanding to make informed, safe and responsible choices.	TH	Subject monitoring, pupil voice	Pupils demonstrate increased confidence, resilience and understanding of healthy relationships and personal wellbeing.	Autumn 2026
	Develop a progressive programme of pupil leadership, providing opportunities for pupils to lead worship, represent the school, contribute to decision making and serve the wider community.	SLT	Pupil voice, leadership monitoring	Pupils confidently demonstrate leadership, responsibility and service.	Spring 2027
	Further develop opportunities for public speaking, performance, debate and pupil voice to strengthen confidence, communication and self-esteem.	Oracy Lead	Learning walks, pupil voice	Pupils confidently communicate with a range of audiences and demonstrate increasing self-confidence.	Spring 2027
	Expand opportunities for enrichment through sport, music, the arts, educational visits, outdoor learning and cultural experiences, ensuring equitable access for all pupils.	SLT	Participation data, pupil voice	Pupils develop wider interests, talents and cultural understanding.	Ongoing
	Continue to promote positive mental health and wellbeing through a proactive whole-school approach, ensuring pupils know how to seek support and build resilience.	TH	Wellbeing surveys, safeguarding monitoring	Pupils demonstrate positive wellbeing and know where to access support when needed.	Ongoing
	Ensure pupils understand their responsibilities as active citizens through Catholic Social Teaching, British Values, online safety and opportunities to contribute positively to their local and global communities.	SLT	Pupil voice, curriculum monitoring	Pupils leave St Swithun's as respectful, compassionate and responsible citizens who are well prepared for life beyond primary school.	Autumn 2027 Ongoing

Priority 5 – Leadership and Management					
Intent	Implementation	Lead	Monitoring	Impact	Date
Provide strategic leadership that develops expert teachers and leaders, promotes continual school improvement and ensures effective use of resources so that every pupil experiences consistently high-quality education.	Develop staff confidence in the safe, ethical and effective use of artificial intelligence to support curriculum planning, resource development, assessment, communication and workload reduction. Establish clear expectations and guidance for its responsible use across the school.	MD/JV	Staff surveys, professional dialogue, monitoring of planning and resource quality.	Staff use AI confidently, ethically and efficiently to enhance teaching and learning whilst reducing unnecessary workload.	Autumn 2026
	Provide ongoing CPD and opportunities for staff to share effective practice	MD/JV	PDM evaluations, staff voice.		Ongoing
	Develop a coherent programme of evidence-informed professional development aligned to the school's improvement priorities, ensuring CPD is sustained, collaborative and focused on improving classroom practice.	MD	CPD evaluations, learning walks, staff voice	Professional development leads to measurable improvements in teaching and learning across the school.	
	Further develop instructional coaching and peer collaboration, providing opportunities for staff to observe excellent practice, reflect on pedagogy and continually refine their teaching.	MD	Coaching records, lesson observations	Staff expertise continues to develop, resulting in increasingly consistent high-quality teaching.	
	Strengthen the role of middle leaders as instructional leaders through high-quality monitoring, curriculum development, coaching and effective use of assessment information to improve teaching within their subject areas.	SLT	Subject reviews, action plans, governor monitoring	Middle leaders confidently lead school improvement and demonstrate measurable impact within their curriculum areas.	
	Refine monitoring and evaluation processes so evidence gathered through learning walks, book scrutiny, pupil voice and assessment directly informs professional development, curriculum refinement and future school improvement priorities.	SLT	Monitoring calendar, governor reports	Monitoring becomes evaluative, leading directly to improvements in teaching, curriculum and pupil outcomes.	
	Continue to implement the three-year budget recovery plan, ensuring financial decisions support the school's strategic priorities whilst protecting the quality of education and opportunities available to pupils.	HT/SBM	Finance Committee, governor reports	Financial sustainability is secured whilst maintaining high-quality provision for pupils.	
	Continue to develop robust systems for evaluating the impact of interventions, additional provision and school improvement initiatives, ensuring decisions are evidence-informed and resources are deployed effectively.	SPH	Provision map reviews, intervention evaluations, governor reports	Leaders confidently evaluate the impact of provision and school improvement strategies, leading to continual improvement in outcomes for all pupils.	

Priority 6: Early Years		
Intent	Monitoring	Impact
•	SEE THE RE ACTION PLAN FOR DETAILS	