



# OUR LADY & ST. PHILOMENA'S CATHOLIC PRIMARY SCHOOL

The Love of Christ Shines Here



## School Development Plan 2025-2026

### Driving our school forward - transparency around our whole-school priorities!

At Our Lady & St. Philomena's Catholic Primary School, working in collaboration with staff and Governors, we have identified the following five key development areas as part of our whole-school, long-term priorities. We understand that these will not be achieved overnight; they will be unpicked over a longer, more sustained period of time to ensure that they are effectively addressed and actions suitably embedded. In addition to our long-term aims, we identify yearly priorities in relation to the curriculum and teaching and learning and staff appraisal. These priorities are by no means an exhaustive list; they are the primary areas identified for financial investment for this year and future years. Underpinning these areas for development will be comprehensive action plans, collated and adopted by those leaders responsible for these areas of school life. This document is designed to act as a 'one-stop shop' for all stakeholders to access and understand what our school will be prioritising for its children, staff, families, parish and community.

### Whole-school long-term development priorities (2025/26 and beyond)

Religious Education	Assessment	The Whole Child	Curriculum	EYFS
<p><b>"To Know You More Clearly" is embedded; putting religious education at the heart of all we do.</b></p> <p>Establish RE as the foundational philosophy and core identity that informs the curriculum, daily life, community engagement, and spiritual formation of every student and staff member.</p>	<p><b>Evaluate all assessment arrangements; creating systems that are purposeful and impactful.</b></p> <p>This process involves defining the purpose, auditing current practices, analysing the resulting data and implementing changes for continuous improvement. Follow a systematic framework that links assessment directly to the curriculum and instructional goals. This process involves defining the purpose, auditing current practices, analysing the resulting data, and implementing changes for continuous improvement.</p>	<p><b>Develop an approach to ensure further opportunities for all children.</b></p> <p>Allow no child to be adversely affected by their background - cultivating an environment where every child is fully empowered to achieve their potential.</p> <p>This will be through access to events, visitors, opportunities beyond the classroom...providing exposure to diverse career paths, cultural activities and a wealth of opportunities for personal growth.</p>	<p><b>Review and adapt the curriculum to ensure it is bespoke and appropriate to the needs of our children...so that they gain the subject specific skills and knowledge they need to be prepared for the next stage of their lives.</b></p> <p>Ensure coherent, cumulative and connected coverage from the EYFS through to Year 6 so that our teachers understand how the curriculum components build towards clearly defined end goals. As a result, our pupils will know more, do more and remember more!</p>	<p><b>Improve standards in Early Years - ensuring that our pupils get off to the best possible start regardless of their starting points.</b></p> <p>We aim to build on the recent improvements in Early Years by providing an exciting EYFS curriculum that responds to pupils' needs, talents and interests and ensures that our pupils have access to rich language from the earliest possible stage. We want to continue to diminish the difference in attainment in Early Years, so that our children achieve in line with their counterparts nationally.</p>

### We plan to achieve these by...

<p>Ensuring core subject status - RE must be treated as a core subject and given commensurate time</p> <p>Monitoring that the curriculum is delivered with rigor and high expectations.</p> <p>The teachings and values from the RED are not confined to RE lessons but are explicitly referenced and woven into other subjects</p> <p>Use RED's structural elements—Hear, Believe, Celebrate, and Live—as lenses to structure the curriculum and assess student progress, ensuring learning covers:</p> <p>School ethos is more than reflective of our Catholicism and relationship with God.</p> <p>Prayer, Worship, and Liturgy at the heart of what we do - Regular Collective Worship: Daily prayer, weekly assemblies, and seasonal liturgical celebrations are planned around the Church's liturgical calendar, which aligns with the RED's curriculum branches.</p> <p>Staff are central to embedding the ethos and therefore receive ongoing professional development on the RED, the school's Catholic mission and how to effectively incorporate the ethos into their roles.</p> <p>The school demonstrates the "Live" lens of the curriculum by focusing on social justice and service</p> <p>The school ensures that the RED development is a shared endeavour through Parent and Parish Partnerships.</p>	<p>Defining the purpose of all assessment by categorising all existing assessments</p> <p>The school conducts a full audit of the current assessment landscape against the established criteria.</p> <p>List every assessment that takes place in a school year (both internal and external) across all levels and subjects.</p> <p>Evaluate redundancy and gaps - identify any assessments that are redundant or measure the same content with no added value.</p> <p>Gather stakeholder feedback through collection of qualitative data from teachers, students and parents on their perception of the system's fairness, usefulness and workload.</p> <p>Creating purposeful and impactful systems by prioritising formative assessment.</p> <p>Reduce the volume of summative tests, ensuring those that remain are high-quality, authentic and spaced appropriately to measure long-term retention rather than short-term memory.</p> <p>Develop a clear feedback model by ensuring all feedback is forward-looking and directly linked to success criteria, enabling students to understand what they need to do next to improve.</p>	<p>Audit our needs by analysing student performance, attendance, behavioural data and any participation in extra-curricular activities broken down by key demographics highlighting specific opportunity gaps.</p> <p>Conduct surveys students, parents and staff to identify the root causes of non-participation or underperformance. These barriers might include cost, lack of transportation, insufficient academic preparation, language difficulties or cultural sensitivity issues.</p> <p>Audit all existing resources, partnerships, facilities and staff expertise to see how they are currently allocated and where they could be redirected to have the greatest equitable impact.</p> <p>Provide enrichment and exposure to further opportunities</p> <p>Provide or host holistic support Interventions.</p> <p>Partner with community organisations to provide on-site services such as mental health counselling, food support, or family resource coordination, recognising that basic needs must be met before learning can occur.</p> <p>Address transportation barriers by fundraising and purchasing a school minibus.</p> <p>Offer workshops and support to parents and guardians on how to effectively support their child's learning journey and navigate the school system, ensuring communication is accessible.</p>	<p>Building our curriculum offer by developing our curriculum to reflect our unique context and the vibrancy of our great city.</p> <p>Using evidence-informed research around cognitive neuroscience to further improve pedagogy so that pupils' knowledge and skills are retained, embedded and transferred to long-term memory.</p> <p>Revamp our curriculum rationale so that OUR curriculum aims are known, owned and impactful. Share this with all stakeholders.</p> <p>Improve CPD for all staff and our systems for tracking CPD, so that our subject leaders are equipped with the most up to date knowledge and skills to drive forward improvements in their subjects.</p> <p>Develop our subject leaders and their confidence in effectively leading a subject across the Key Stages – give them time and a voice to monitor, moderate, share and engage with all stakeholders.</p> <p>Empower subject leaders to rigorously monitor their areas of responsibility and in doing so, drive further improvements in their areas of responsibility and improve outcomes for our children.</p>	<p>Working with external partners to provide high-quality CPD to our EYFS team – 'Strengthening Attainment in the EYFS' and 'Writing in the Early Years'</p> <p>Tweaking our EYFS curriculum so that it is reflective of our changing cohorts, coherently planned and carefully sequenced so that all pupils gain the knowledge and skills needed to prepare them for life in Year 1 and beyond.</p> <p>Relentlessly prioritising early reading and phonics so that our children gain the skills needed to thrive and flourish.</p> <p>Adding further enhancements to our outdoor provision, to provoke curiosity and inspire the children.</p> <p>Building strong relationships between staff and parents/carers so that they are inducted into our OLASP family and that they can best support their child's learning at home.</p> <p>Implement small-group or 1:1 intervention program delivered by highly trained staff (e.g., focusing on phonological awareness, speech and language, or social skills) as soon as gaps are identified.</p> <p>Ensure robust systems for the prompt identification of Special Educational Needs and Disabilities (SEND), providing immediate appropriate support through the Assess, Plan, Do, Review cycle.</p>
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### Immediate next steps...

<p>Review timetables to ensure RE remains paramount daily – opportunities for daily prayer and reflection.</p> <p>To successfully achieve the CAFOD Live Simply Award by the end of the current academic year (July 2026), demonstrating concrete improvements across the school's commitment to social justice, environmental stewardship, and community action.</p> <p>To implement a sustained and comprehensive CPD program that ensures 100% of teaching and support staff are theologically proficient and pedagogically secure in delivering the content, structure, and intent of the new Religious Education Directory (RED) – starting with RE lead and SLT.</p> <p>School environment and displays, including entrances, classrooms, and outdoor areas, consistently reflect the school's Catholic mission, the liturgical season, and the themes of the current RED curriculum branch.</p> <p>Develop a clear, student-friendly version of the school mission statement and CST principles. Launch a campaign using assemblies and classroom activities to ensure all students understand and own these core values.</p> <p>Revamp our approach to Prayer, Worship and Liturgy, ensuring all collective worship, assemblies, and prayer tables must align with the current RED Curriculum Branch being taught.</p>	<p>Form the Assessment Working Group (AWG), led by a member of Senior Leadership (SLT) and including representation from Key Stage 1, Key Stage 2, and the Special Educational Needs Coordinator (SENCo)</p> <p>Audit current summative assessment procedures for effectiveness through Autumn term pupil progress meetings.</p> <p>Staff CPD on the new assessment procedures and the importance of assessment purpose. Training ensures 100% of staff can confidently articulate progress and attainment within their class – highlighting specific demographics.</p> <p>SLT and the AWG conduct focused monitoring activities (e.g., data scrutiny, pupil progress meeting audits) to check that required data is being collected and, crucially, that it is being used to inform future teaching priorities - monitoring reports demonstrating that data analysis leads directly to specific, responsive curriculum adaptations in planning.</p> <p>An assessment calendar to be compiled, showing assessment weeks, pupil progress meetings, data collection and analysis sessions – shared with stakeholders.</p>	<p>Articulate a case for support - clearly explaining why the minibus is needed and the positive impact it will have on our children, parish and community.</p> <p>Nominate an extra-curricular lead who will then collate an extra-curricular plan for the academic year.</p> <p>Reach out to local businesses, providers and sports clubs to see offerings for further engagement in the community.</p> <p>Begin a register of inclusion for those children taking part in an additional extra-curricular club.</p> <p>Begin a register of inclusion for those children representing the school.</p> <p>Start producing an 'Our Lady &amp; St. Philomena's Cultural Experience' offering.</p> <p>Develop our Arbor system for staff to have a live, one-stop shop for all demographics, ensuring that our unique context is not a barrier but something to celebrate.</p>	<p>Provide a comprehensive programme of CPD so that staff are inducted and supported to implement effectively – starting with National College, Lisa Littler and audit any further needs.</p> <p>Purchase high-quality texts for topics to support teaching and learning and display them in the whole-school libraries and in pop-up areas around the site.</p> <p>Develop a new website – inclusive of a new curriculum rationale and reword all curriculum areas to be pertinent, up to date and reflective of our mission statement, ethos, Gospel values and curriculum intent.</p> <p>Monitor current provisions, including areas for development and strengths – RAG rate both core and foundation subjects, completing an overarching action plan...to be itemised below.</p> <p>A schedule of support for subject leaders, including monitoring time, leadership time, website updates and SLT support.</p> <p>SLT to monitor core subjects and then foundation for informal assessment opportunities and low-stake quiz use for effectiveness.</p>	<p>Plan for SENDco to work throughout the EYFS, ensuring early identification and thus, early intervention is at the heart of what we do.</p> <p>RWI Lead and RWI partner/SLT jointly moderate a sample of RWI assessments (especially the slowest 20%) to ensure accuracy in grouping decisions.</p> <p>Host a 'Reading at Home' workshop for EYFS/Year 1 parents, modelling 'Read with a Partner' strategies and explaining the importance of phonically-matched books.</p> <p>Any new staff complete online RWI training modules within their first few weeks. All existing staff attend a weekly CPD session, during assembly time, focusing on a different RWI element.</p> <p>Further enhance our outdoor provision by investing in additional resources to support the children's learning.</p> <p>Run a 15-minute whole-staff briefing on the importance of checking pupil phonics knowledge and modelling sounding out (Fred Talk) in all subjects, including foundation subjects.</p> <p>Implement RWI 1:1 Tutoring for all 'slowest progress readers' identified at the half-termly assessment point.</p>
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### Curriculum development areas (2025/26)

Maths	English	Science	Humanities	Arts
<p><b>Implement and embed a new, exciting and vibrant maths mastery curriculum offer, as part of the NW3 Maths Hub.</b></p> <p><b>We plan to achieve this by...</b></p> <p>Providing a comprehensive programme of CPD so that staff are fully prepared to effectively deliver the new scheme.</p> <p>Full audit and organisation of maths resources to support the <b>Concrete-Pictorial-Abstract (CPA)</b> approach in every classroom including a maths help desk and working wall.</p> <p>Delivering maths workshops to parents/carers to introduce them to the new scheme and how they can best support their children at home.</p> <p>Closely monitoring the implementation of the new approach through rigorous monitoring, moderation in our local network and collating pupil voice.</p> <p>Teachers effectively utilise <b>variation</b> (conceptual and procedural) to deepen understanding and address misconceptions.</p> <p>Implement a highly efficient <b>"Keep Up, Not Catch Up"</b> intervention system for same-day/next-day gap filling.</p> <p>Establish a positive, whole-school mathematical culture that celebrates <b>hard work and perseverance.</b></p>	<p><b>Embed Ready Steady Write (RSW) in all year groups Reception to Year 6 alongside Ready Steady Read Together (RSRT) in Key Stage 2</b></p> <p><b>We plan to achieve this by...</b></p> <p>Achieving 100% fidelity in planning and delivery of the Ready Steady Write (RSW) writing cycle (Rec-Y6).</p> <p>Establish Ready Steady Read Together (RSRT) as a daily, high-quality, whole-class reading session in Key Stage 2</p> <p>All staff (Rec-Y6) are highly skilled and confident in delivering the Analysing and Shared Writing phases of RSW.</p> <p>Increase the proportion of pupils achieving the Expected Standard in writing at the end of Key Stage 1 and 2 – whilst closing gaps for disadvantaged.</p> <p>Ensure all KS2 staff are expert facilitators of reading comprehension dialogue using the RSRT framework.</p> <p>Ensure the use of Tier 2/3 vocabulary and complex sentence structures from the core texts are evident in pupils' independent writing across all year groups.</p>	<p><b>Develop our science curriculum, focussing specifically on providing more opportunities for our pupils to build their science capital by working scientifically.</b></p> <p><b>We plan to achieve this by...</b></p> <p>Developing school specific science principles to enhance the vision and culture for science across the school.</p> <p>Working collaboratively with staff to carefully craft additional opportunities for pupils to work scientifically across the curriculum.</p> <p>Utilising funding from the Edina Trust to purchase specific science equipment to further enhance the learning experience.</p> <p>Providing opportunities for pupils to see 'Science in action' through visitors, local industry, links with other schools, workshops, forest school and enrichment trips and extra-curricular activities.</p>	<p><b>Provide high-quality texts linked to topics to provoke curiosity and build rich schema across all areas of the curriculum - treating reading and vocabulary as the foundation upon which all other subject knowledge is built and connected.</b></p> <p><b>We plan to achieve this by...</b></p> <p>Working with subject leaders and teachers to identify additional texts to support pupils' understanding of subject content.</p> <p>Purchasing the new texts and displaying them in the whole-school library and/or through pop-up areas around the school site.</p> <p>Secure long-term retention of core conceptual knowledge and vocabulary built through the text-led units.</p> <p>Demonstrate that pupils are making explicit <b>cross-curricular links</b> between History and Geography.</p>	<p><b>Revamp our Art and Design and Design Technology curriculum offer, so that our pupils gain explicit subject specific skills and knowledge.</b></p> <p><b>We plan to achieve this by...</b></p> <p>Ensuring coherent, cumulative and connected coverage from the EYFS through to Year 6 so that our teachers understand how the curriculum components build towards clearly defined end goals.</p> <p>Participating in appropriate CPD to further help support teachers and subject leaders in their roles.</p> <p>Providing additional staff meeting and leadership time for staff to familiarise themselves with the revamped curriculum plans and share good practice with their colleagues.</p> <p>Closely monitoring the implementation of the updated curriculum offer.</p> <p>Showcasing curriculum offers around school, through the school's social media platforms &amp; through parental engagement.</p>



**Immediate next steps...**

<p>Provide additional, bespoke support to teaching staff so that they are best prepared to deliver our Maths curriculum.</p> <p>Schedule additional staff meeting time to reflect and strengthen staff understanding of the Maths Mastery approach and moderate pupils' work.</p> <p>The Maths curriculum rationale to be refined to reflect changes and shared with all staff.</p> <p>Purchasing new maths resources to support learners conceptual understanding in order to deepen their understanding - Maths Lead identifies resource gaps (e.g., manipulatives like place value counters, fraction tiles, numicon) needed for the new approach</p> <p>Dedicated staff meeting time for teachers to jointly plan and critique examples of intelligent practice and variation tasks related to upcoming units.</p> <p>Timetable a mandatory 15-minute slot (e.g., immediately after the maths lesson or first thing the next morning) for targeted small-group intervention led by TAs or teachers</p> <p>Host a "Welcome to Mastery Maths" evening for parents, explaining CPA, variation.</p>	<p>English Lead verifies that every year group's long-term plan is mapped to high-quality RSW core texts and that all necessary resources (toolkits, texts) are available</p> <p>Check all timetables to ensure RSW / RSRT are timetabled...then check on quality.</p> <p>Conduct termly, cross-school, and internal moderation focused on the RSW writing outcomes against statutory standards. Moderation will also be carried out cross-network.</p> <p>Deliver two mandatory twilight sessions focusing on explicit modelling of the analysing phase (deconstruction of model texts) and effective Shared Writing techniques</p> <p>Teachers maintain a simple class tracker of Tier 2 vocabulary explicitly taught via RSW/RSRT and monitor its application in subsequent independent writing</p> <p>The English Lead mentors all KS2 teachers for one cycle, focusing on effective questioning techniques, response strategies, and ensuring dialogue is rich and purposeful</p>	<p>Continue to monitor how our core Science principles are being promoted in the classroom.</p> <p>Purchase Science topic texts and display them in the whole-school library and/or through pop-up areas around the school site.</p> <p>Curriculum plans to be adapted to reflect a stronger focus on pupils working scientifically.</p> <p>Secure / explore funding and plan one science-based trip or external visitor.</p> <p>Liaise with universities and local secondary to develop our offer through the use of 'Science Specialists'.</p> <p>Introduce and consistently use whole-school sentence starters to structure scientific arguments - The data suggests that...", "My conclusion is based on the evidence that..."</p>	<p>Humanities Subject Leaders provided with additional leadership time to audit and identify new books to purchase.</p> <p>Share the curriculum texts wish lists with all staff and encourage them to identify any additional texts to support the successful delivery of the curriculum in Humanities.</p> <p>Purchase the new texts and display them prominently around school.</p> <p>Teachers use texts as the Immersive Launch for all Humanities units to provoke curiosity and front-load essential vocabulary.</p> <p>Implement a whole-school non-negotiable for low-stakes, spaced retrieval practice</p> <p>Design end-of-unit quizzes that require pupils to retrieve and connect knowledge from both subjects.</p>	<p>Develop links with other schools in order to effectively monitor and moderate outcomes in DT and Art.</p> <p>Closely monitoring the implementation of the updated curriculum offer by providing additional leadership time to the Subject Leaders.</p> <p>Organise additional enrichment trips for our most disadvantaged pupils.</p> <p>Enhanced plans have been uploaded to the school website and shared with the wider school community.</p>
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**Priorities linked to teaching staff appraisal (2026/26)**

<p>Develop, implement &amp; monitor strategies to improve standards and progress of Reading for all pupils in my class.</p>	<p>To ensure that all end of unit assessment tasks in Maths are clearly linked to the key outcomes for each unit. Monitor teachers' accuracy of pupil assessment against these outcomes.</p>
<p><b>How?</b></p>	
<p>Clear understanding of non-negotiables Assessment shows improved fluency, comprehension and progress for all pupils Monitoring evidences clear impact on reading outcomes. Children are able to demonstrate taught skills from Ready Steady Read Together in their writing</p>	<p>End-of-unit assessment tasks are consistently aligned with identified key outcomes in each maths unit. Teachers' assessment judgements show increased accuracy and consistency across year groups. Moderation evidence demonstrates secure understanding of expected outcomes and progression. Pupil assessment data accurately reflects attainment and informs subsequent planning. Feedback from monitoring confirms improvement in assessment precision and alignment.</p>
<p><b>Continuous Professional Development</b></p>	
<p>Staff Meeting sessions lead by Reading Lead. Observing and sharing good practice</p>	<p>Subject Leader Briefings Staff meeting on Assessment Support via lesson drop-ins and book scrutiny Cross-school moderation</p>