



St Mary's Catholic Primary School
'Dat Deus incrementum'

Priorities for school improvement 2025-2026

Outcomes in line with
National with
diminishing difference
for Pupil Premium



Improve attendance
for all pupils,
particularly those on
SEN register



Enhance assessment
practices to enable
targeted support and
raise pupil attainment



Foster a collaborative
approach to professional
development to strengthen
Quality First Teaching



Implement the
Empowerment Approach
consistently across the
school to promote positive
relationships, emotional
regulation, and inclusive





Area	Focus	Impact on Pupils	Key Actions	Implementation Outcome	Termly Milestones	Deadline
Leadership & Governance	1.1 Attendance	Improved attendance leads to better engagement and learning.	Conduct audit, refine graduated response, meet parents, introduce incentives.	Attendance improves to meet national average.	Autumn: Conduct attendance audit; hold meetings with parents. Spring: Response & incentives; Refine graduated response; introduce pupil incentives. Summer: Analyse attendance data for improvement towards national average.	July 2026
	1.2 Subject Leadership	Improved teaching quality enhances pupil outcomes.	Leadership time for CPD, improve planning, embed oracy, share best practices.	Stronger leadership and curriculum delivery.	Autumn: Provide leadership CPD; embed oracy in planning/action planning Spring: Review curriculum planning and leadership impact. Summer: Gather feedback; refine planning for next year.	July 2026
	1.3 Catholic leadership	Receiving up-to-date teaching from Catholic Church	Introduction of -Prayer directory 09/2025 -RED 2027	Teaching in line with Diocese teachings	Autumn: Introduce prayer directory, map out year group prayers	July 2026
	1.4 Governors to create challenge	Governors aware of the offer for all pupils	Governors to challenge	Governors have better understanding and can hold head to account	Autumn: Head teacher report questions to be sent to head. Governor in school day – Focus from SIP Spring: Governor in school day focus RE Summer: FGB challenge focus data.	July 2026



Area	Focus	Impact on Pupils	Key Actions	Implementation Outcome	Termly Milestones	Deadline
Curriculum & Teaching	2.1 Outcomes	Higher attainment across all key stages.	Set targets, monitor progress, plan interventions, adjust curriculum.	Improved attainment across key stages.	Autumn: Establish baseline data; set targets and plan interventions. Spring: Monitor progress and adjust curriculum as needed Summer: Conduct final assessments and evaluate attainment, plan 2026	July 2026
	2.2 Assessment	Assessment informs teaching and supports progress.	Streamline cycles, train staff, revise maths assessments, moderate work.	Effective assessment drives learning.	Autumn: Launch new assessment cycle; train staff, moderate pupils' work Spring: Moderate pupil work across subjects. Summer: Evaluate assessment effectiveness and impact.	July 2026
	2.3 Pedagogy	Consistent teaching improves pupil understanding.	CPD on Rosenshine, develop teaching model, observe lessons, support planning.	High-quality teaching across school.	Autumn: CPD on Rosenshine principles; develop St Mary's teaching model. Spring: Coaching and lesson observations – Triad (peer/buddy coaching model) Summer: Review teaching quality and consistency.	July 2026



2.4 Outcomes in line with national – closing the gap	Curriculum supports national outcomes.	Review timetables, monitor teaching, track Year R, use pupil voice.	Improved curriculum coverage and outcomes.	Autumn: Review timetables; begin tracking Year R pupils. Spring: Monitor teaching delivery and curriculum coverage. Summer: Review pupil voice and curriculum outcomes.	July 2026
2.5 Monitoring implementation of schemes and new scheme in geography.	Effective schemes improve learning experiences.	CPD on schemes, use agreed approaches, monitor planning and outcomes.	Effective implementation of new schemes.	Autumn: CPD on new schemes; begin monitoring planning. Spring: Review implementation and pupil outcomes. Summer: Evaluate effectiveness of schemes.	July 2026
2.6 CPD Triads	Collaboration improves teaching quality.	Form triads, schedule meetings, observe lessons, share strategies.	Collaborative professional development.	Autumn: Form triads and schedule collaborative meetings. Spring: Conduct lesson observations and share strategies. Summer: Evaluate impact of triads on teaching quality.	July 2026



Area	Focus	Impact on Pupils	Key Actions	Implementation Outcome	Termly Milestones	Deadline
Behaviour, attitudes &	3.1 Behaviour	Empowered pupils show better behaviour and engagement.	CPD on 5Cs, brain-based strategies, flip support model, monitor incidents.	Reduction in behaviour incidents; improved engagement.	Autumn: CPD & pilot; Implement brain-based strategies and flip support model. Deliver CPD on 5Cs and pilot brain-based strategies. Spring: Review behaviour incident data and pupil engagement. Summer: Review data. Plan for 26/27	July 2026
		Engagement and ready for learning	Monitoring/coaching with teachers	Reduction in low level disruption. Increase in engagement and attainment.		
	3.2 Attendance	Improved attendance leads to better engagement and learning.	Conduct audit, refine graduated response, meet parents, introduce incentives Attend attendance hub meetings.	Attendance improves to meet national average.		



Area	Focus	Impact on Pupils	Key Actions	Implementation Outcome	Termly Milestones	Deadline
Personal Development	4.1 Healthy School Approach	Improved pupil health and wellbeing.	Follow PHE guidance, collaborate with nurse, engage parents, launch initiatives.	Address obesity and promote healthy lifestyles.	Autumn: Collaborate with school nurse and follow PHE guidance. Spring: Launch health initiatives and engage parents. Summer: Review impact on pupil health and wellbeing.	July 2026
	4.2 Year 6 Buddies	Better transition and leadership skills for pupils.	Train buddies, assign roles, monitor interactions, celebrate contributions.	Enhanced transition and leadership development.	Autumn: Train Year 6 buddies and assign roles. Spring: Monitor buddy interactions and support. Summer: Evaluate leadership development and transition success.	July 2026

Area	Focus	Impact on Pupils	Key Actions	Implementation Outcome	Termly Milestones	Deadline
Inclusion	5.1 Achievement for all	Ensure the Bottom 20% Make Accelerated Progress Through High-Quality Inclusive	Embed adaptive teaching: pre-teaching vocabulary, visual scaffolds, chunked tasks, assistive tech, and	Time-limited interventions show clear gains (entry/exit data) and reduce reliance on adult support in class.	Autumn: Establish bottom 20%, complete ILP if needed. PDM Pupil progress focus Spring: Coaching cycles for staff: focus on modelling, scaffolding, and feedback that reduces dependency.	July 2026



		Practice and Targeted Support	structured adult support.		Summer: Transition handover include ILP, effective strategies, successful interventions, and next-step targets.	
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Area	Focus	Impact on Pupils	Key Actions	Implementation Outcome	Termly Milestones	Deadline
Early Years	6.1 Monitoring Year R data	Pupils' attainment is measured and monitored regularly throughout the year	All areas of development to be tracked throughout the year	Effective use of assessment to inform teaching and closing gaps.	Autumn: Baseline Spring: Data drop and address gaps Summer ELG	July 2026
	6.2 Early reading	Strengthen early reading to ensure pupils become confident, fluent.	Implement daily interventions for pupils who fall behind. Improve assessment and tracking to identify gaps quickly	Phonics screening checks outcome improve – percentage of pupils achieving expected standard increases	Autumn: Baseline reading and phonics assessments completed: groups organised. Spring: monitoring shows increased lesson fidelity and improved pupil blending/segmenting accuracy. Summer: Transition meetings ensure next teachers understand each child's reading profile and next steps.	July 2026