

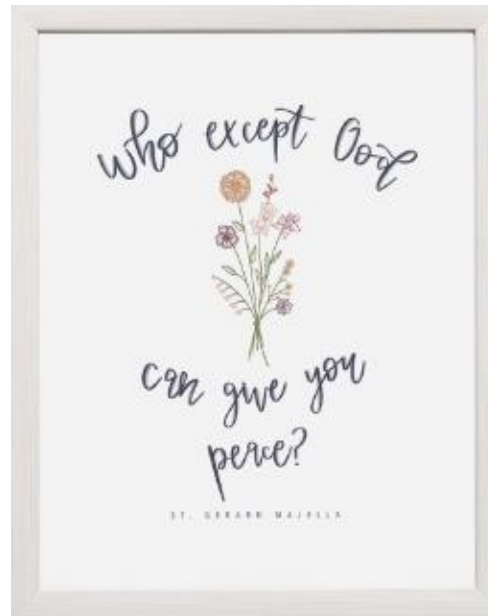


St Gerard's Catholic Primary School

With Christ at our side and St. Gerard as our guide, we live, love, learn and pray together.

School Development Plan 2025-26

At St Gerard's Catholic Primary School, we have designed our curriculum with pupils' learning at the centre with the aim of ensuring that all pupils make progress. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. As a Catholic School, the teachings of the gospels are at the centre of everything we do. Pupils are taught to treat each other with respect and to support each other in their learning. We aim to ensure that pupils enjoy learning and feel prepared for life after school. We intend to offer our pupils new and exciting experiences that are designed to build resilience, confidence and self-esteem both in the classroom and through extra-curricular activities. We recognise that pupils should be challenged in their school; learning from failures and celebrating successes. We intend for our curriculum to enable pupils to develop their interpersonal skills, creativity and independence. It is our intention that pupils leave St Gerard's Catholic Primary School, with a sense of belonging to a community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. It is our intention to provide a Catholic education in which our children are informed and empowered to transform society.





Priority 1: Strengthen the Religious Education Curriculum to Enhance Curriculum Intent, Implementation, and Impact

1a) Implement the updated R.E Directory.

1b) Review and revise teaching methods used to improve the retention of learning.

1c) Share exemplary practise with other Catholic schools following outstanding CSI inspection.

Actions	Lead	Resources/Support Needed	Timescale	Success Indicators
Fully embed the revised R.E curriculum framework ensuring clear sequencing and progression	R.E Subject Leader, RE Team	Updated curriculum documentation, training	By September 2026	<ul style="list-style-type: none">- Curriculum intent and implementation evident in planning and teaching- Positive pupil engagement and knowledge retention
Review and refine pedagogical approaches focusing on cognitive science principles and retrieval practice	Senior Leadership Team	Staff CPD sessions, external expertise	Autumn 2025 – Spring 2026	<ul style="list-style-type: none">- Evidence of effective teaching strategies in practice- Improved pupil recall and understanding in R.E
Facilitate collaboration with other Catholic schools to share best practice post-CSI inspection	Headteacher, R.E Leader	Network time, collaborative platforms	Ongoing 2025-2026	<ul style="list-style-type: none">- Documented examples of shared practice and impact- Strengthened curriculum leadership and innovation



Priority 2: Enhance Staff Subject Knowledge and Pedagogical Expertise to Improve Curriculum Implementation and Pupil Outcomes in Phonics and Language Acquisition

- 2a) Staff have necessary subject knowledge to make effective choices about what they teach. (Ofsted action point)
2b) To improve staff's knowledge of the science of learning and as result, strengthen teaching and learning strategies used. (Metacognition)
2c) To revise the strategies used to develop children's language acquisition and oracy skills.
2d) Improve outcomes in phonics to ensure the pass rate is above national.

Actions	Lead	Resources/Support Needed	Timescale	Success Indicators
Conduct comprehensive audit of staff subject knowledge and pedagogical skills in core subjects	Senior Leadership Team	Surveys, data analysis tools	Autumn 2025	- Clear identification of knowledge strengths and gaps - Action plan developed accordingly
Provide bespoke CPD on cognitive science, metacognition, and effective phonics teaching	CPD Lead	Expert trainers, instructional materials	Autumn 2025 – Spring 2026	- Staff demonstrate improved practice - Increased application of evidence-informed teaching methods
Revise and implement strategies to develop pupils' language acquisition and oracy skills	English Subject Leader	Curriculum resources, speech and language expertise	Spring 2026	- Curriculum intent and implementation support language development - Enhanced pupil verbal communication and engagement
Increase phonics screening pass rate to at least national average through targeted interventions	Phonics Lead	Phonics resources, assessment data	Ongoing 2025-2026	- Phonics outcomes meet or exceed national benchmarks



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				- Targeted support for disadvantaged pupils evident
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Priority 3: Develop an Inclusive and Accountable School Culture to Improve Personal Development, Behaviour, Attendance, and Leadership Capacity

3a) Embedding an inclusive environment and culture which allows our children safe, ready and respectful.

3b) Foster a shared culture of accountability among all stakeholders to consistently promote and uphold high standards of attendance and punctuality.

Actions	Lead	Resources/Support Needed	Timescale	Success Indicators
Embed a culture of inclusion promoting pupils' safety, readiness to learn, and respect	Inclusion Lead, SLT	Inclusion training, pupil and parent voice mechanisms	2025-2026	- Positive feedback from pupils and families - Reduction in behavioural incidents and suspensions
Implement a shared accountability framework for attendance and punctuality improvement	Attendance Team, all staff	Attendance monitoring systems, communication tools BCC Attendance Webinars	Autumn 2025 – Summer 2026	- Attendance rates at or above national average - Timely and consistent monitoring of absence and lateness
Enrich pupils' cultural capital and personal development through a broad curriculum and extracurricular opportunities	SLT	Budget for enrichment activities, community partnerships	From Spring 2026	- Diverse enrichment experiences offered - Positive pupil feedback on personal development



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Provide ongoing leadership development for subject leaders and EYFS practitioners	Leadership Team	Leadership training, NPQSENCO, training on INSIGHT data	Throughout 2025-2026	<ul style="list-style-type: none">- Improved curriculum leadership evidenced- EYFS practitioners demonstrate enhanced pedagogy
Utilise INSIGHT data to identify and address underperformance and barriers for all pupil groups, including disadvantaged and SEND	Assessment Lead, Subject Leaders	INSIGHT software, data analysis training	Ongoing	<ul style="list-style-type: none">- Data-informed, timely interventions implemented- Narrowing of attainment and progress gaps

Intended Impact

Staff will be empowered with strong subject knowledge and evidence-based pedagogical approaches, resulting in improved outcomes in phonics, language acquisition, and across the curriculum. The school will foster a culture of inclusion, high expectations for behaviour and attendance, and strong leadership capacity, ensuring all pupils—including disadvantaged and SEND—receive tailored support to thrive personally and academically, fully aligned with the school's ethos and OFSTED's framework for quality education.