



St Francis of Assisi Catholic Primary School Development Plan 2026/27

Priority 1: RE Assessment

Target	Implement a consistent RE assessment system.			Evaluation
Rationale	Improve consistency and measurable outcomes.			
Strategies	Framework is followed supported by RE Leader Moderation – whole school and locality moderation Book scrutinies by SLT and RE Leader Using Padlet e-portfolio to evidence learning and impact CPD on best practice RE assessment			
Milestones RAG Rated	<u>Autumn:</u> Teachers to fully understand the framework and how assessment looks at St Francis Early CPD sets expectations	<u>Spring:</u> Moderation has taken place at least once a term to ensure consistency of judgements RE Leader has been released to monitor and support staff with RE teaching and assessment	<u>Summer:</u> Further moderation shows impact of consistent judgement Next steps are evidence	
KPIs	100% staff using framework consistent judgements Pupil progress evident			
Monitoring	RE Lead, SLT, Governors			
Timeline	Summer 2027			

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Priority 2: Prayer and Liturgy

Target	Develop the culture of prayer and liturgy, enabling children to confidently plan, lead and evaluate meaningful experiences of prayer and worship across the school with adults supporting them.			Evaluation
Rationale	As a Catholic school, prayer and liturgy are central to school life. Providing pupils with regular opportunities to pray and worship deepens their faith, strengthens their relationship with God, develops leadership skills and enables them to take an active role in the spiritual life of the school community.			
Strategies	APOP document used to carefully plan P&L Staff and pupil training led by P&L Lead Feedback given to teachers in facilitating meaningful P&L Advice and support from RE Link Governor on best practice			
Milestones	<u>Autumn:</u> Training led by P&L Lead including structures, best practice and clear guidance on adult roles and responsibility	<u>Spring:</u> Increased pupil-participation in P&L in KS2 (supported by adults)	<u>Summer:</u> Embedded leadership KS1 and EYFS are starting to use child-partition (adult supported) prayer	
KPIs	All year groups lead prayer with pupil participation Increased pupil independence and ownership of prayer in upper years Feedback from leaders shows improving practice			
Monitoring	RE Lead, SLT, Governors			
Timeline	Summer 2027			

Priority 3: Adaptive Teaching

Target	Ensure consistently high-quality adaptive teaching that meets the needs of all learners.			Evaluation
Rationale	Secure greater consistency in teaching, ensuring that adaptive practice is embedded across all classroom so every learner benefits from high-quality provision.			
Strategies	CPD, non-negotiables, coaching, evidence-informed approaches, rigorous monitoring and learning walks, use of formative assessments.			
Milestones	Autumn: Establish and build CPD and review of previous CPD on expectations and teaching principles. Shared understanding of how barriers impact learning. Baseline monitoring, launch coaching programme – initial focus on key strategies, adaptive strategies embedded into planning	Spring: Embed and develop Follow up CPD focusing on deepening practice and addressing gaps from monitoring. Consistency in use of non-negotiables, monitoring shows improved adaptation for key groups (SEND, HA, PP). Stronger use of formative assessment to adjust teaching in real time. Coaching cycles are refined and targeted based on individual/year group needs.	Summer: Refine and sustain Adaptive teaching embedded in routine classroom practice across the school. Staff consistently adapt to pupil needs. Monitoring shows high consistency and there is clear impact on pupil outcomes and reduced gaps between groups, best practice captured and shared to inform future CPD	
KPIs	95% of lessons show consistent and effective adaptive teaching Measurable improvement in outcomes for all pupil groups, reduced attainment gaps 100% of staff consistently meet adaptive teaching expectations 90% positive pupil voice response on support and challenge. Best practice shared across all classes and subjects.			
Monitoring	SLT, SENDCo, curriculum leaders			
Timeline	Summer 2027			

Priority 4: Disadvantaged Pupils

Target	Accelerate disadvantaged progress.			Evaluation
Rationale	Regardless of socio-economic background, pupils should all progress equally.			
Strategies	Teachers to identify who are disadvantaged (not just FSM) A focus on first quality teaching for all Identifying barriers for learning (e.g. attendance, SEMH, academic) Ensuring QFT is addressing barriers in class first Targeted intervention where necessary ensuring this is from experienced staff Close monitoring: books, lessons, termly data, intervention outcomes Priority marking and feedback PP Lead to attend WSCC training and disseminate training.			
Milestones	Aut: Identify gaps A document to be created identifying barriers to learning for all disadvantaged chn. Teachers to identify how adaptation in class will meet the needs of PP Provision is planned appropriately Attendance tracked	Spr: Interventions embedded and monitored termly Barriers are carefully considered Teachers are confidently adapting learning for PP chn not on track	Sum: Gap reduced Progress made from start points	
KPIs	Measurable improvement in outcomes for all pupil groups, reduced attainment gaps Improved attendance for disadvantaged			
Monitoring	PPG/Disadvantage Lead, SLT			
Timeline	Summer 2027			

Priority 5: Wellbeing

Target	Strengthening whole school wellbeing through enriching the school environment			Evaluation
Rationale	To ensure that pupils and staff feel safe, valued and supported, enabling them to thrive academically, socially, emotionally and spiritually. A strong culture of wellbeing contributes to improved attendance, engagement, behaviour, relationships and outcomes across the school.			
Strategies	Develop the school environment to support wellbeing through the SEND Hub, Nature Garden and Peace Garden. Embed the school's values and Catholic ethos to promote belonging, respect and positive relationships. Provide targeted support for pupils with SEMH needs through early identification and intervention. Develop pupil leadership opportunities including Wellbeing Ambassadors and School Council. Promote staff wellbeing through regular consultation, workload considerations and wellbeing initiatives. Deliver a planned RSHE curriculum that develops resilience, emotional literacy and healthy relationships (Ten:Ten). Monitor attendance, behaviour and wellbeing indicators to identify trends and provide timely support. Ensure children have access to cool classrooms during the hot summer months.			
Milestones	Aut: Establish and develop. SEND Hub fully operational. Plans agreed for Nature Garden and Peace Garden developments. Staff wellbeing survey completed and actions identified. Pupil wellbeing baseline established through surveys and pupil voice. Wellbeing leadership roles launched.	Spr: Embed and enhance. Nature Garden completed and integrated into curriculum and intervention programmes. Wellbeing ambassadors actively supporting school initiatives. Monitoring shows targeted support is having a positive impact on identified pupils. Parent engagement opportunities promoted. A/C units ordered for	Sum: Evaluate and sustain. Peace Garden fully established and used regularly for reflection, prayer and wellbeing activities. Evidence demonstrates positive impact on attendance, behaviour and pupil engagement. Pupil and staff surveys show increased sense of belonging and wellbeing. Priorities identified for 2027/28.	



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		classroom		
KPIs	Overall attendance remains at or above school target. Persistent absence continues to reduce compared with 2025/26. At least 90% of pupils report feeling safe, included and supported in school. At least 90% of staff report positive wellbeing and belonging within the school community. SEND Hub, Nature Garden and Peace Garden are fully established and regularly utilised. SDQ and intervention data demonstrate improvement in emotional wellbeing for targeted pupils. Increased participation in pupil leadership and wellbeing initiatives.			
Monitoring	SLT/Governors/attendance data/learning walks/pupil voice			
Timeline	Summer 2027			



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Priority 6: Financial Stability

Target	Effective budget management leads to long-term financial stability.			Evaluation
Rationale	To maintain high-quality educational provision whilst responding to increasing financial pressures and ensuring the school remains financially sustainable.			
Strategies	Robust budget monitoring and forecasting throughout the year. Promote high attendance on census days Review staffing structure and deployment to ensure value for money. Maximise income generation opportunities, including wraparound care and lettings. Seek grants and external funding opportunities where appropriate. Ensure all spending decisions are linked to school improvement priorities and provide measurable impact.			
Milestones	Aut: Budget reviewed and balanced. Admissions strategy implemented. Forecasts shared with Governors.	Spr: Mid-year budget review completed. Pupil recruitment monitored. Income generation opportunities evaluated and expanded where appropriate.	Sum: Budget demonstrates progress towards agreed financial sustainability targets. Staffing and resource planning completed for 2027/28. Financial sustainability plan reviewed and updated.	
KPIs	School operates within approved budget with no unplanned deficit. Pupil numbers meet or exceed admissions target for September 2027. Income from additional sources increases compared to 2025/26. Staffing expenditure remains within agreed budget parameters. Governors receive termly financial reports showing progress towards sustainability targets.			
Monitoring	SLT/ School Business Manager/Resource Committee/FGB			
Timeline	Summer 2027			