

2026/27

School Maintenance Plan & School Development Plan updated on 3.9.26.

St Joseph's Catholic Primary School

Autumn Term 2026 to end of Summer Term 2027



We are ambitious for our pupils and aim for excellence.

In addition we aim to meet the Ofsted Strong Standard as much as possible in the following areas:

Achievement
Attendance and behaviour
Curriculum and teaching
Early Years
Inclusion
Leadership and governance
Personal development and wellbeing

Our Partnership School Development Plan 2026/27 has been informed by our Vision Statement:

Our school offers a distinctly Christian education in an inclusive environment, welcoming children and staff of all faiths and none.

As a community, we have identified **nine core values that stem from our vision and** are woven in to the very fabric of the school. We expect all members of the school community-pupils, staff, governors, clergy- to model these. These are also closely linked to the **four foundations** of our **curriculum design**.

1. Educating for Wisdom, Knowledge and Skills (value link-excellence)
2. Educating for Hope and Aspiration (value link- determination and inspiration)
3. Educating for Community and Living Well Together (value link- compassion, integrity, friendship)
4. Educating for Dignity and Respect (value link- honesty, integrity, respect)

Determination This means resolution, resolve, willpower. **“Stand firm, and you will win life.” (Luke 21:19)**

Respect This means regard highly, value, honour. **“And as you wish that others would do to you, do so to them.” (Luke 6:31)**

Friendship This means mutual trust and support. **“Dear children, let us not love with words or speech but with actions and in truth. (1 John 3:18)**

Inspiration This means the process of being given passion and/or ideas for a task **“I can do all things through him who strengthens me.” (Philippians 4:13)**

Excellence This means being outstanding or extremely good **“Whatever you do, work at it with all your heart as working for the Lord.” (Colossians 3:23-24)**

Community This connects us with each other. **“We who are many, are one body in Christ.”**(Romans 12:5)

Compassion This means having a deep awareness and sympathy for another's suffering. **“When Jesus went ashore, He saw a large crowd and He felt compassion for them because they were like sheep without a shepherd; and he began to teach them many things.”** (Mark 6:34)

Honesty This means truthfulness, loyalty, fairness, sincerity. **“The Lord detests lying lips, but he delights in people who are trustworthy.”** (Proverbs 12:2)

Integrity This means having strong moral principles e.g. honesty, decency, fairness, equality; having pure and balanced moral character. **“Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.”** (Philippians 4:8)

The distinctive nature of our approach to education can be found in our explicit Christian values, our Collective Worship, our grounded Christian ethos and in our Religious Education.

We believe **every** child is made in the image of God, and therefore we want the best for them. We value our school community as a place where love can flourish.

Our vision and values are at the core of everything we do. In order for us to think about and understand how Jesus lived his life, we underpin our teaching and learning with the stories and parables from the Bible. We also provide an environment which fully prepares the children to be confident, compassionate, honest and happy human beings so that they can:

Go, shine in the world and live as Jesus lived.

Our School vision is based upon Matthew 5:14-16

School Maintenance Plan

Professional Development Meetings to support the maintenance of the current quality of education offered to pupils

- How should I use our school Behaviour Policy to get the most effective outcome for pupils?
- How should I teach early reading and phonics in order to get the most effective outcome for pupils?
- What must I know about First Aid?+ school nurse session on asthma and anaphylaxis
- How should class teachers and support staff enable SEND pupils to access the curriculum? (including use of information strips)
- How should I teach writing in order to get the most effective outcomes for pupils?
- How should I teach maths to get the most effective outcomes for pupils?
- How should I use curriculum enrichment weeks to get the most effective outcomes for pupils?
- What does a successful Academic Review Day look like ?
- What does a successful (disco, sports day, BBQ Christmas events) look like?
- How should I teach RHSE to get the most effective outcomes for pupils?
- What do high quality pupil outcomes (in books) look like? (3x work scrutiny with all staff)
- What does high quality assessment and report writing look like?
- What does a high quality end of year handover look like? (including SEN handover)
- Gathering the views of staff (questionnaire/post its etc)
- The bottom 20% of readers make the necessary progress in reading during this academic year, meeting their challenging targets
- Pupils' fluency in maths calculation supports problem-solving
- Reading fluency in KS2 aids comprehension
- Effective Marking and feedback
- Responding PDMs
- Principles of Direct Instruction
- Deliberate Practice in PDMs and Professional Development Days for staff where appropriate

School Development Plan

Outcome 1 linked to School Pupil Premium Strategy outcome

Attendance of all pupils is in line or better than national including persistent absence

Educating for Hope and Aspiration (values: determination, excellence)

Actions	Resources	Monitoring	Evaluation
July -HOS – completes DFE RISE attendance and behaviour self-assessment. Use this to complete DFE RISE attendance and behaviour action plan identifying key attendance priorities for the year August HOS -Identify pupils with below 90% attendance from the academic year 2025/26 -Identify pupils with between 90.0 – 95.0% attendance from the academic year 2025/26 -Sep HOS- parents of pupils with below 90% attendance from the academic year 2025/26 are sent 'start of year under 90% attendance in the previous year' letter Sep HOS- parents of pupils with attendance between 90% and 95.0% from the academic year 2025/26 are sent 'start of year between 90% and 95.0% attendance in the previous year' letter -Sept HOS at Academic Review Day meets with parents where there are attendance concerns from the previous academic year to confirm expectation that attendance will improve this academic year -Sept Class teachers at Academic Review Day point out attendance for all pupils using the 'School hours and attendance - hours lost report' and remind parents for any pupil where there are attendance concerns that the expectation has to be that attendance will improve this academic year in order that their child can learn and make progress -Fridays – HOS gets current attendance data including all pupils below 90% and all pupils between 90% and 95.0% (from 3 Sep 2026 to date of Y1 upwards) to analyse – HOS gets current attendance data including all pupils below 90% and all pupils between 90% and 95.0% (from 3 Sep 2026 to date of Reception and Nursery) to analyse -Mondays- throughout the year-HOS & AHT make phone calls or meet with parents of all pupils with below 90% attendance and any pupils whose attendance is a cause for concern (between 90% and 95.0%) from 3 Sep 2026 to date (if no pick up they will receive a text asking	Senior leader dedicated time to review data weekly, meet parents and meet the LA attendance officer	Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year

them to phone the school) Where attendance does not improve, schedule LA Attendance Officer meetings and fines where necessary. Weekly-Meeting between Office Manager and HOS- As soon as a pupil has been absent for 6 sessions (3 days) within 10 weeks - send notice to improve attendance letter 1 (monitor this using the notice to improve tracker.) If the pupil is absent for a further 4 session (2 days) within 10 weeks- which therefore totals 5 days (10 sessions) within a 10 week period, send notice to improve attendance letter 2 – LEGAL NOTICE (monitor this using the notice to improve tracker.) If there is no immediate improvement – issue a penalty notice Weekly –HOS and Office Manager review 90-95.0% pupil attendance data and allocate class teachers to meet parents where there is a concern. Use attendance script for teachers. Class teachers book a follow up meeting in 3 weeks' time. Half termly – HOS evaluate DFE Attendance Comparison Report and take necessary action Termly meeting between HOS and LA attendance officer Termly complete the attendance data analysis sheet – share with governors			
Evaluation report- July 2027			

Outcome 2 linked to School Pupil Premium Strategy outcome Ensure the phonics scheme (Read, Write, Inc) is taught to a high standard particularly for readers in the bottom 20% so that strong foundations are secured			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
Sept – INSET English lead introduces all new staff to the Read, Write Inc Scheme including model videos Half termly - English leader undertakes lesson visits to check implementation of Read Write Inc across the school and its impact on pupil outcomes in reading and writing and provide feedback and coaching -Autumn Term 2027- Y1 Phonics project group run by Partnership English lead for Year 1 teachers and English leads to prepare for phonics check Spring Term 2027-1 Phonics project group run by Partnership English lead for Year 1 teachers and English leads to prepare for phonics check -Summer Term 2027 - English leader undertakes lesson visits to check implementation of Read Write Inc across the school and its impact on pupil outcomes in reading and writing -Termly- 2027 -Phonics screening check assessments in October, January and March for all Year 1 and Year 2 retakes. HOS and English leads meet teachers to plan any further interventions necessary	1x INSET Day session-TA support time to deliver 'keep up' sessions	Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors	RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year
Evaluation report- July 2027			

Outcome 3 The implementation of the updated Writing curriculum is of high quality so that strong foundations are secured			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
Summer Term 2026 1x meeting with English curriculum lead and assistant subject leads to train assistant leads on the updated curriculum for writing Assistant English leads to fully resource the updated Writing curriculum Inset Day July – Introduction to the updated Writing curriculum on Zoom for all staff Autumn Term 2026 Class teachers to implement the updated Writing curriculum HOS/English Lead to undertake lesson visits and book monitoring to check implementation of the new Writing Curriculum – provide feedback and coaching Spring Term 2027 1x PDM – Writing curriculum – how is it going? Share books across the school and identify best practice – what can we learn from the best practice? HOS / English lead undertakes book monitoring to check implementation of the new Writing curriculum across the school and provides feedback and coaching Summer Term 2027 HOS / English lead undertakes book monitoring to check implementation of the new Writing curriculum across the school and provides feedback and coaching	1 x English Writing Project Group 1X Inset day training 1 x PDM Update Writing resources as necessary	Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year
Evaluation report- July 2027			

Outcome 4

To embed the Handwriting curriculum so that outcomes for children in Handwriting are of high quality so that strong foundations are secured

[Educating for Wisdom, knowledge and skills \(values: excellence, inspiration\)](#)

Actions	Resources	Monitoring	Evaluation
Autumn Term 2026 1x PDM 'How we teach high quality handwriting in our school' Lesson visits on handwriting from a senior leader –is the handwriting curriculum being implemented? HOS -Weekly book blinks –monitor pupil handwriting book alongside curriculum subject books to check the implementation of the new handwriting policy Weekly pupil handwriting hero award when pupils demonstrate secure handwriting skills in all subjects Spring Term 2027 Monitoring of books and pupil displays to check the implementation of the new handwriting policy Weekly pupil handwriting hero award when pupils demonstrate secure handwriting skills in all subjects Summer Term 2027 Monitoring of books and pupil displays to check the implementation of the new handwriting policy Weekly pupil handwriting hero award when pupils demonstrate secure handwriting skills in all subjects	1x PDM	Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year
Evaluation report- July 2027			

Outcome 5 linked to Inclusion Strategy outcome

The curriculum planning for children with complex SEND needs ensures children working at the Pre Key Stage level make the necessary progress

Educating for Wisdom, knowledge and skills (values: excellence, inspiration)

Actions	Resources	Monitoring	Evaluation
1st half Autumn Term 2026 SEND Project Group Leader oversees writing the updated Pre-Key Stage curriculum so that it matches our curriculum map and reports to the EHT 1x HOS, AHT and SENCO Project group meeting with SEND Project Group lead to train these staff on the updated curriculum 1 x PDM Implementation of the updated Pre Key-Stage curriculum SENCOs in each school to fully resource the updated Pre Key-Stage curriculum 2nd half Autumn Term 2026 HOS and SENCO undertake lesson visits to check the implementation of the new Pre Key-Stage curriculum across the school and provide feedback and coaching Spring Term 2027 HOS and SENCO undertake lesson visits to check the implementation of the new Pre Key-Stage curriculum across the school and provide feedback and coaching 1x PDM – Pre Key Stage curriculum – how is it going? Share children's outcomes and any case studies across the school and identify best practice – what can we learn from the best practice? Summer Term 2027 HOS and SENCO undertake lesson visits to check the implementation of the new Pre Key-Stage curriculum across the school and provide feedback and coaching	1x Project group meeting 2 x PDM Pre Key-Stage Curriculum Resources as needed	EHT meeting with SEND Project Leader writing the curriculum to approve content so far	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year

Outcome 6- linked to School Inclusion Strategy outcome Pupils with Special Educational Needs and Disabilities (SEND) access and make the necessary progress within our ambitious curriculum through effective adaptation of the curriculum			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
Autumn 2026 1x PDM How to use adaptive teaching strategies to support pupils with SEND to make the necessary progress towards their challenging targets SLT-Weekly- 'blink' work scrutiny of pupils with SEND checking use of adaptations and scaffolding. Provide feedback and coaching SLT-Termly- Professional Development Day (PDD) in depth work scrutiny of pupils with SEND. Provide feedback and coaching Spring 2027 SLT-Weekly- 'blink' work scrutiny of pupils with SEND checking use of adaptations and scaffolding SLT-Termly- PDD in depth work scrutiny of pupils with SEND SLT-Termly- PDD pupil voice monitoring re knowing more and remembering more Summer term 2027 1x PDM Adapting and scaffolding using Information Strips- How well are we doing? SLT-Weekly- 'blink' work scrutiny of pupils with SEND SLT-Termly- PDD in depth work scrutiny of pupils with SEND SLT-Termly- PDD pupil voice monitoring re knowing more and remembering more	1x PDM x7 day work scrutiny and feedback 1x PDM x7 day work scrutiny and feedback	Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year
Evaluation report- July 2027			

Outcome 7 Pupils learn how to play a range of Maths games to further develop Maths fluency so that strong foundations are secured			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
Autumn Term 2026 Maths leader to identify a range of Maths games from Camden Maths Hub and other high-quality sources to use across our partnership of schools Spring Term 2027 1 X PDM on Zoom- How we use Maths games to support Maths fluency led by Maths leader Maths leader in each school resources the games and ensures these are saved on the area Maths leader undertakes lesson visits to check implementation of Maths games across the school and provides feedback and coaching HOS organise an after school enrichment club for Maths games for the summer term Summer Term 2027 Maths leader undertakes lesson visits to check implementation of Maths fluency across the school After school enrichment club for Maths games	Source and purchase resources for maths games 1 x PDM	Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors Maths leader to give individual feedback to teachers after Maths fluency lesson visits	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year
Evaluation report- July 2027			

Improve oral language, including the acquisition of a wider vocabulary, for disadvantaged pupils in all year groups so that strong foundations are secured

Actions	Resources	Monitoring	Evaluation
Autumn Term 2026 -July- Inset Day-teaching staff set up vocabulary walls in each classroom ready for September and ensure curriculum subject walls have key vocabulary displayed -Sept – Inset Day train teachers to ensure that every opportunity is taken for high quality interactions throughout the school day and how to explicitly teach Tier 2 words in lessons to support children’s acquisition of a larger vocabulary Sept – Early Years Project Group – Revisit SHREC approach to staff to support high quality interactions and use of interaction prompts in the continuous provision Spring Term – Early Years Project Group – Revisit SHREC approach to staff to support high quality interactions and use of interaction prompts in the continuous provision Summer Term – Early Years Project Group – Revisit SHREC approach to staff to support high quality interactions and use of interaction prompts in the continuous provision -Oct- All display around the school has a focus on widening pupil vocabulary All lesson visits- Senior leaders monitor teachers actively teaching Tier 2 key vocabulary systematically to build on pupils’ current knowledge and use of word wall to support retention of Tier 2 vocabulary- provide feedback and coaching Senior leaders monitor all adults in Early Years effectively using interaction prompts	2xInset Days 3 x Early Years Project Group Lesson visits and Learning Walks	Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year

Outcome 9 Embedding the Catholic Partnership planning from the Religious Education Directory in order that the teaching and outcomes for pupils is of high quality			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
July 2026 RE Partnership lead to make grid with big questions recorded on it to support monitoring RE Partnership lead to make title page with vocab and visuals for each RE topic to support visuals Sep 2026 RE partnership leads undertake a book look for pupil outcomes and use this and the planning feedback sheets from 2025-26 to update planning for Branch 1 Creation and Covenant and Branch 2 Prophecy and Promise Spring Term (Jan 2026) RE partnership leads undertake a book look for pupil outcomes and use this and the planning feedback sheets from 2025-26 to update planning for Branch 3 Galilee to Jerusalem and Branch 4 Desert to Garden Spring term lesson visit: HOS and RE lead to conduct lesson visits, book looks and pupil voice including coaching and feedback 1 X PDM: How are we doing? Summer Term (April 2026) RE partnership leads undertake a book look for pupil outcomes and use this and the planning feedback sheets from 2025-26 to update planning for Branch 5 To the ends of the Earth and Branch 6 Dialogue and Encounter	July 2026: RE Project Group Autumn Term 2 x RE Partnership leads work together for one day Spring Term 2 x RE Partnership leads work together for one day Lesson Visits 1 x PDM Summer Term 2 x RE Partnership leads work together for one day	Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors	RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year
Evaluation report- July 2027			

Outcome 10

Pupils engage in a wide range of engaging and creative experiences of prayer and liturgy, which is reflective of the breadth and richness of Catholic tradition

Educating for Wisdom, knowledge and skills (values: excellence, inspiration)

Actions	Resources	Monitoring	Evaluation
Autumn Term RE PDM on the Prayer and Liturgy Policy including the role of Pupil Chaplains focusing in particular on how to make prayer engaging and creative and how do we ensure consistency across our school in the wide range of prayer opportunities we offer HOS/Catholic Life of the School lead to undertake visits to prayer and liturgy experiences across the school and provide feedback and coaching Spring Term RE PDM on Celebration of the Word – what does this look like as a whole school and in class? How do we ensure consistency across our school? HOS/Catholic Life of the School lead to undertake visits to prayer and liturgy experiences across the school and provide feedback and coaching Summer Term PDM Christian Meditation: How to make this more engaging and creative. HOS/Catholic Life of the School lead to undertake visits to prayer and liturgy experiences across the school and provide feedback and coaching	3 x PDM Resources to supplement prayer life of the school	Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors	RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year

Evaluation report- July 2027

Outcome 11 Curriculum planning is further enhanced with a bank of model slides and information strips to support high quality consistent delivery of the curriculum and teacher workload			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
September 2026 - HOS Project group identifies highly effective teachers in each year group across the federation to create resources throughout the year. -1x Project Group for identified teachers with EHT and HOS to agree what lesson resources will be saved to a central storage. Autumn Term 2026 -Identified teachers save lesson resources centrally as they create them for their own lessons. - EHT identifies one senior leader to monitor and coordinate the curation of the bank of resources. -Senior leader monitors resources and provides feedback to teachers Spring Term 2027 -Identified teachers save lesson resources centrally as they create them for their own lessons. -Senior leader monitors resources and provides feedback to teachers Summer Term 2027 -Identified teachers save lesson resources centrally as they create them for their own lessons. -Senior leader monitors resources and provides feedback to teachers	2x Project groups Personalised 1:1 feedback to teachers	Quality of resources saved centrally carried out by senior leader and EHT	RAG report termly to governors and evaluation report on this SDP format is presented to governors at the end of the academic year
Evaluation report- July 2027			

Outcome 12 All governors are well informed in the following areas: Session left open for responding to an emerging issue		
Educating for Hope and Aspiration (values: determination, excellence)		
Actions Autumn Term 2026 1x training on how we support our pupils to improve their oral language skills, including their acquisition of a wider vocabulary, so that strong foundations are secure Spring Term 2027 1x training responding to an emerging issue Summer Term 2027 1x training - responding to an emerging issue	Monitoring	Evaluation
	N/A	Evaluation of governor understanding in these areas will be carried out by the EHT
Evaluation report- July 2027		