

Regina Coeli Catholic Primary School



Regina Coeli School Improvement & Development Plan 2025-2026

Where there is love, there is God.



SANCTA FAMILIA
CATHOLIC ACADEMY TRUST

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Mission Statement

With the help of God's love, Regina Coeli Catholic School will seek to develop the whole child. Each child is uniquely created and precious to God and it is the school's mission, guided by the Holy Spirit, to nurture each child's spiritual, moral and academic growth.

Inspired by the teachings of Christ we will...

- Develop our children's faith, spirituality and joy in the love of God
- Educate our children to the highest standards thus realising their own potential
- Instil in our children the knowledge, skills and confidence to succeed and take pride in their achievements recognising we each have special gifts and talents
- Encourage everyone to be more than they thought possible, in a secure and loving environment
- Promote a caring community where we will all behave well. We will be dignified in our actions, demonstrating good manners, tolerance, kindness and generosity to ourselves and others
- Prepare our children today to become tomorrow's responsible and independent individuals equipped to face life's challenges
- Ensure our school is a happy, safe and welcoming place where we all enjoy learning, work hard, support one another and do our best to Create an active partnership of love, joy and high expectations between children, parents, carers, staff, governors, parishes and the wider community



FAITH

Values



Regina Coeli Catholic School is committed to developing a community where our school will be a place of excellence. We will provide outstanding opportunities for all members of the community to grow in their knowledge and understanding of the Gospel values whilst serving as witnesses to Christ. We will develop our school to ensure learning opportunities and outcomes are based on first class teaching and leadership.

Family we seek to act fairly and responsibly in our relationships to ensure all are welcomed, nurtured and successful.

Aspiration to provide the highest standards of teaching and learning so all in the schools' communities excel.

Inclusiveness we believe that all are created in the image of God and therefore we will respect the unique and intrinsic value of every person, promoting equality and celebrating diversity.

Tolerance to develop schools where there is true understanding of culture, respect for difference and special care for those most in need.

Harmony to develop the schools as faith communities where the Gospel values of truth, honesty, forgiveness and reconciliation are lived.



School Evaluations 2024-2025



Where there is Love, there is God

Reception Good Level Development (GLD) Results

	Regina All	PPG	National
2023	79%	45%	71.8%
2024	79%	60%	67.3%
2025	67%	50%	November release

Year 1 Phonics Screening Check Results

	PSC Year 1 All		PSC Year 1 PPG		PSC Year 2 All	
	Regina All	National	Regina PPG	National PPG	Regina Year 2	National Y2
2023	89%	79%	88%	67%	96%	89%
2024	85%	80%	54%	68%	88%	89%
2025	91%	Not released yet	75%	Not released yet	95%	Not released yet

Y4 Multiplication Tables Check (MTC) Results

	Y4 - All pupils		Y4- PPG		National Y4
	25/25	24+/25	25/25	24/25	25/25 National
2023	64%	79%	50%	83%	29%
2024	75%	88%	79%	79%	34%
2025	51%	75%	26%	47%	November release

Regina Coeli KS1 Outcomes

Subjects	Year	All Pupils Attainment				PPG Attainment	
		Regina ARE	National	Regina GDS	National	Regina ARE	Regina GDS
Reading	2023	84%	68%	27%	19%	83%	25%
	2024	84%	n/a	28%	n/a	79%	7%
	2025	87%	n/a	38%	n/a	50%	36%
Writing	2023	73%	60%	16%	8%	75%	17%
	2024	76%	n/a	14%	n/a	71%	0%
	2025	75%	n/a	15%	n/a	43%	21%
Maths	2023	86%	70%	23%	16%	92%	25%
	2024	84%	n/a	28%	n/a	79%	7%
	2025	84%	n/a	29%	n/a	57%	21%
RWM Combined	2023	70%	56%	14%		67%	17%
	2024	76%	n/a	10%	n/a	71%	0%
	2025	73%	n/a	15%	n/a	43%	21%

Regina Coeli KS2 Outcomes

Subjects	Year	All Pupil Attainment				PPG Attainment	
		Regina ARE	National	Regina GDS	National	Regina ARE	Regina GDS
Reading	2023	90%	73%	52%	29%	82%	35%
	2024	92%	74%	74%	29%	88%	56%
	2025	96%	75%	75%	33%	100%	53%
Writing	2023	84%	71%	21%	13%	65%	6%
	2024	76%	72%	20%	13%	63%	13%
	2025	84%	72%	29%	13%	80%	20%
Maths	2023	95%	73%	73%	24%	88%	47%
	2024	88%	73%	70%	24%	88%	44%
	2025	96%	74%	67%	26%	100%	40%
GPS	2023	97%	72%	66%	30%	88%	47%
	2024	89%	72%	74%	32%	81%	56%
	2025	96%	73%	67%	30%	80%	73%
RWM Combined	2023	84%	59%	19%	8%	65%	6%
	2024	75%	61%	20%	8%	56%	13%
	2025	84%	62%	29%	8%	80%	20%

Pupil Premium Strategy Statement

Regina Coeli Catholic Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

<u>Detail</u>	<u>Data</u>
<u>Number of pupils in school</u>	<u>369</u>
<u>Proportion (%) of pupil premium eligible pupils</u>	<u>98 (25.3%)</u>
<u>Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended - you must still publish an updated statement each academic year)</u>	<u>2025/2026 to 2027/2028</u>
<u>Date this statement was published</u>	<u>September 2025</u>
<u>Date on which it will be reviewed</u>	<u>September 2026</u>
<u>Statement authorised by</u>	<u>Tessa Christoforou - Head Teacher</u>
<u>Pupil premium lead</u>	<u>Michelle Spain - Deputy Head Teacher (Inclusion)</u>
<u>Governor / Trustee lead</u>	<u>Tom Tamplin - Chair of Governors</u>

Funding overview

<u>Detail</u>	<u>Amount</u>
<u>Pupil premium funding allocation this academic year</u>	<u>£148,470</u>
<u>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</u>	<u>£0</u>
<u>Total budget for this academic year</u> <i><u>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</u></i>	<u>£148,470</u>

Part A: Pupil premium strategy plan

Statement of intent

At Regina Coeli Catholic Primary School, we are committed to ensuring that all pupils, regardless of background or barriers to learning, achieve their potential. We aim to use pupil premium funding strategically to close attainment gaps, raise aspirations and ensure equity of opportunity for disadvantaged pupils.

Our strategy is designed to align with our School Priority Objectives:

- Improve pupils' communication, oracy and language skills to enable them to articulate ideas and engage with others.
- Strengthen writing outcomes through a progressive writing framework that supports knowledge and technical accuracy.
- Ensure assessment tools are used effectively to shape curriculum planning and teaching.
- Provide precise, tailored provision for disadvantaged and SEND pupils to maximise progress from individual starting points.

This approach is underpinned by high-quality teaching, targeted academic support, and wider strategies that foster resilience, confidence and engagement.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

<u>Challenge number</u>	<u>Detail of challenge</u>
<u>1</u>	<u>Limited vocabulary and oracy skills on entry, restricting pupils' ability to articulate ideas and access the curriculum.</u>
<u>2</u>	<u>Gaps in cumulative knowledge and weak stamina as writers, particularly among disadvantaged pupils.</u>
<u>3</u>	<u>Frequency of assessment for disadvantaged learners, leading to imprecise curriculum planning and missed opportunities for targeted support.</u>
<u>4</u>	<u>A proportion of disadvantaged pupils also with SEND, requiring tailored provision and adaptive teaching.</u>
<u>5</u>	<u>Attendance and engagement issues among some disadvantaged pupils, limiting their access to the full curriculum.</u>

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

<u>Intended outcome</u>	<u>Success criteria</u>
<u>Pupils articulate ideas clearly, listen actively and engage confidently in dialogue.</u>	<u>Disadvantaged pupils demonstrate improved oracy in classroom discussions and assessments; monitoring shows increased participation and vocabulary range.</u>
<u>Pupils make strong progress in writing through a technically progressive framework.</u>	<u>Writing outcomes improve across year groups; disadvantaged pupils achieve in line with their peers and above national benchmarks; work scrutiny shows progression in technical accuracy and composition.</u>
<u>Teachers use assessment tools across the core and wider curriculum effectively to inform planning.</u>	<u>Assessment data is accurate and used to adapt teaching; disadvantaged pupils' progress is tracked with greater precision; internal moderation evidences reliability of judgements.</u>
<u>SEND and disadvantaged pupils make maximal progress from their starting points.</u>	<u>Tailored provision plans are evident; adaptations enable access to learning; progress data shows diminishing gaps for SEND/disadvantaged pupils.</u>
<u>Disadvantaged pupils' attendance and engagement improve.</u>	<u>Attendance for disadvantaged pupils is above 95%; reduction in persistent absence; pupil voice and behaviour logs show increased engagement.</u>

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £53,000

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
<u>Whole school expectation of 'achievement for all' including disadvantaged through focus on the 'spotlight pupils'</u>	<u>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others (EEF)</u>	<u>1, 2, 3, 4, 5</u>

<u>Implement whole-school oracy framework to improve speaking and listening skills.</u>	https://voice21.org/wp-content/uploads/2023/01/Voice21-Student-Friendly-Oracy-Framework-Final.pdf	<u>1</u>
<u>Early Years Team participate in the Croydon Early Oracy Project with Little Wandle</u>	<u>Children receive high quality interactions with the adults in the setting that promotes their own language development</u>	<u>1</u>
<u>Embed a progressive writing curriculum with staff CPD on technical progression and modelling.</u>	https://www.gov.uk/government/publications/the-writing-framework	<u>2</u>
<u>Provide CPD on effective use of assessment tools to support planning and responsive teaching.</u>		<u>3</u>
<u>Strengthen adaptive teaching strategies, particularly for SEND and disadvantaged pupils.</u>	https://my.chartered.college/impact_article/the-shift-to-adaptive-teaching-a-research-informed-guide/	<u>4</u>
<u>Provide strategic support staff training so staff have the skills to provide precision teaching and targeted interventions</u>		<u>2, 3,</u>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £65,000

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
<u>Deploy small-group and 1:1 tutoring in writing and reading for disadvantaged pupils.</u>	<u>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. (EEF)</u>	<u>2, 3, 4</u>

<u>Read, Write Inc. 1:1 tutoring for KS1 and Fast Track tutoring for KS2 supports pupils with gaps in their phonic knowledge to make accelerated progress.</u>	https://www.ruthmiskin.com/phonics/about-read-write-inc-phonics/	<u>1, 2, 3, 4</u>
<u>Provide speech and language interventions for identified pupils</u>		<u>1, 4</u>
<u>Tailored support for SEND/disadvantaged pupils, including pre-teaching, overlearning and scaffolded tasks facilitated by having Teaching Assistants (TAs) in all classes for core subject lessons.</u>	<u>Pre-teaching vocabulary provides crucial support, acting as scaffolding to enhance comprehension by reducing cognitive load, improving reading fluency, and increasing engagement by exposing students to new words before they encounter them in a lesson. This strategy helps learners, especially those with language difficulties, to understand complex texts, acquire subject-specific knowledge, and develop stronger reading and listening skills.</u>	<u>3, 4</u>
<u>Use assessment data to deliver precision teaching and short, targeted interventions. That support disadvantaged pupils plugging gaps and making accelerated progress (e.g. Lexia)</u>		<u>3</u>
<u>Whitgift School Master Class Sessions</u>	<u>The masterclasses have been designed to provide academic challenge and support those who are academically capable but don't have access to the same level of support that other pupils might receive.</u>	<u>5</u>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,000

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
<u>Enrichment opportunities (clubs, trips, cultural capital experiences) prioritised for</u>	<u>This supports pupils who would otherwise be unable to engage with these experiences.</u>	<u>5</u>

<u>disadvantaged pupils.</u>		
<u>Targeted attendance support and monitoring for disadvantaged pupils at risk of persistent absence.</u>		<u>5</u>
<u>Pastoral support and mentoring to improve confidence, resilience and readiness to learn, through a trained Emotional Literacy Support Assistant</u>	<u>Pupils have the strategies to self-regulate and are therefore engaged and ready to learn.</u>	<u>4, 5</u>
<u>Zones of Regulation Resources</u>	https://zonesofregulation.com/	<u>5</u>
<u>Social Skills Clubs In KS1 and KS2</u>	<u>Encourages good communication skills between children and their peers.</u>	<u>1</u>
<u>Parental engagement strategies, including workshops and communication on supporting learning at home.</u>		<u>5</u>
<u>Breakfast and After School Club</u>	<u>Research, including a key evaluation by the Education Endowment Foundation (EEF), found that children in schools with breakfast clubs made significant additional progress in reading, writing, and maths.</u>	
<u>Online safety focus and e-safety workshops</u>	https://www.nspcc.org.uk/keeping-children-safe/online-safety/	

Total budgeted cost: £148,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome

- Disadvantaged pupils in the Early Years will develop good communication and language and literacy skills.

75% of PPG achieved GLD in Communication and Language compared to

79% of all pupils achieved GLD

2024 national data was 75.6%, so our PPG fall closely in line with national for all pupils.

- Pupils will have a secure knowledge of phonics as the foundation to them developing their reading skills.

75% of PPG passed the Year 1 phonics screening check, which was up 17.9% from the previous year.

91% of all pupils passed

2024 national data was 80%, so our PPG fall only slightly under national for all pupils.

- Pupils' are identified and targeted for effective interventions to ensure they make accelerated progress to achieve the expected standard or greater.

Targeted interventions across the school support the excellent outcomes pupils have by the time they reach the end of year 6:

96.4% EXS Reading compared to 75% National

83.6% EXS Writing compared to 72% National

96.4% EXS Maths compared to 74% National

- Pupils will be proficient in using the grammatical structures for their own and prior year groups.

The average scaled score in the year 6 cohort's grammar punctuation and spelling test was in the greater depth band of 112 indicating our children are proficient by the end of their journey with us.

- Pupils will be efficient in their writing composition to write cohesively across a range of genres.

The carefully selected core text stimulus, the technically progressive writing framework, quality first teaching and targeted writing interventions supports all pupils (including those who are disadvantaged) develop as writers with outcomes well above national



Adviser name: Joyce Lydford

12th February 2025

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Dear Tessa

LA link adviser visit to Regina Coeli R.C. Primary School

Following my visit to your school on 11th February 2025, I write to confirm the visit findings (and recommendations).

During the visit I carried out visits to phonics lessons accompanied by the English subject leader, a visit to the Hub with the DHT Inclusion, visits to geography and science lessons with the DHT - curriculum and held discussions with senior leaders.

Summary of findings and discussions:

Phonics:

- The RWI programme is embedded in the school. Groupings are working well and suggestions made on the last visit have been taken on re writing at tables and positioning of groups. One group was large due to teacher absence, but this is unusual. The use of the class teachers for the blending groups in Yr R is sensible as this is where most impact is needed.

The Hub

- This is in place for 5 children with complex needs including ADHD in Yr R including 2 with EHC plans and others in process. It is providing strong routines and personalised provision at the start of their day, then they are integrated back into class from 10:30 a.m. Two of the children are on part-time timetables until 11:30 and 1:30 respectively, with plans to increase this amount of time. It is led by the SENCo on 2 days of the week and the EYE 3 days a week.

Wider curriculum

- Leaders have continued to streamline the curriculum in order to ensure that content is more precise and is ordered in the best sequence to promote the learning and remembering of key content, beginning with science and geography. Teachers showed clear subject knowledge in teaching this key content, and there was good consistency between classes, which evidences the direction and support of subject leaders.
- Rich discussions took place, enabled by the pupils' prior knowledge and the school's promotion of extended answers. Where questions were more open the discussions were richer and enabled teachers to assess understanding and address misconceptions. There were good examples of teachers carefully listening to pupils' answers in order to do this.
- Retrieval activities are well chosen to engage pupils, to be accessible and not to dominate the lesson. They involve a good amount of discussion and pupils are

accustomed to answering in full sentences and to giving extended answers. Leaders will consider whether note form on whiteboards might be more appropriate. They plan to capture the flashback quadrants in books at intervals.

- Presentation and handwriting were good in the books looked at. There are only a few children whose handwriting skills are less well-developed. Check whether they are receiving appropriate in-class intervention in order to catch up with their peers.
- Leaders have thought carefully about key visuals to support learning, direct attention and reduce overwhelm. This was both on the formats children were using and on the IWB such as the property chart in Y1 and the A3 format used in Y2 for the hot and cold countries, complete with appropriate vocabulary.
- Precise subject-specific vocabulary was taught and used such as bones fusing together not sticking in Y3, properties such as strength rather than using adjectives like powerful or describing uses of objects in Y1, and structural analysis of terms such as hypothesis, together with its synonyms and antonyms, in Y6.

Actions:

- JL and TC to explore what difference the academisation of the school will have on the date of the next Ofsted inspection.

Yours sincerely
Joyce Lydford
School Improvement Adviser



Priority Objectives

To enable pupils to articulate ideas, develop understanding and engage with others through speaking, listening and effective communication.

To build pupils' cumulative knowledge and promote their agency as writers through implementing a technically progressive writing framework.

To ensure that teachers make best use of the assessment tools to inform curriculum planning, enabling greater precision in judgements.

To ensure that SEND and disadvantaged pupils receive tailored provision through accurate assessment and effective adaptations, enabling pupils to make maximal progress from their individual starting points.

Curriculum and Assessment - Charlotte Guilmartin-Cole

<i>Objective</i>	<i>Tasks</i>	<i>By Whom/Timescale</i>	<i>Impact Capture</i>	<i>RAG</i>
<u>Curriculum</u> To ensure pupils acquire the core knowledge for each of the disciplines through the mapped curriculum that considers time allocation and prioritises key content.	Curriculum mapping exercises for History and Art will ensure that there is common clarity of content covered and documents support staff in having a reference point so that the team holds a shared understanding. - Define the unique academic fingerprint for each subject - Map the core content for each of the subjects - vertical progression (by subject) and year group collectively (my year group) - Define and redesign units as either jigsaw units or end product units - Develop unit rationales - Branding: year group straplines	Autumn 1 Autumn 2 & Spring Half term ahead of unit delivery - Subject lead & DHT C&A Autumn 1 & 2 Spring Pupil conferencing timelines to align with individual subject plan timeframes - Subject lead & DHT C&A	To secure a shared understanding of History and Art by mapping content, clarifying progression, and defining subject identity, ensuring staff have accessible reference points for planning and delivery. Staff report a clear understanding of the curriculum map and progression documents to deliver the curriculum as intended and retain its integrity. Learning walks evidence implementation of the school's curriculum map. Pupil conferencing demonstrates that pupils revisit key ideas across their primary curriculum to ensure that they build upon prior learning. This aids retention and deepens their learning experiences.	

	Sustain and review time allocation for each of the subjects in conjunction with the National Curriculum content requirements, including per unit of work.	Half term in advance of delivery to pupils through RRR meetings	RRR meeting reviews & monitoring and evaluation exercises show that subjects are taught with appropriate breadth and balance in line with National Curriculum requirements.	
	Develop lesson sequence overview pages to replace knowledge organisers as a tool to aid planning and teach subject knowledge.	Half term ahead of unit delivery - Subject lead & DHT C&A	Monitoring and staff feedback indicates that teachers have practical planning tools that support progression and delivery of subject knowledge. Unit overviews demonstrate proportional time allocation per subject/per unit.	
	Collaborate with the Science, History and Art lead to map disciplinary knowledge across the progression document.	On rotation through the subject release timetable - release progression documents to staff by Spring	Planning scrutiny evidences a clear link between substantive and disciplinary knowledge. Progression documents are updated with disciplinary knowledge strands.	
	Communicate planning adaptations, reviews and expectations in RRR meetings so that all practitioners understand the intent for each unit.	Half term ahead of unit delivery - SLT & DHT C&A	All staff report that they have clarity on curriculum intent and expectations for unit delivery.	
Assessment To ensure that teachers make best use of the assessment tools to inform curriculum planning, enabling greater precision in judgements.	Continue to develop staff subject knowledge of pedagogical principles that support formative assessment through co-planning.	CPD Sessions delivered termly - DHT C&A Assessment surgeries prior to data drops - DHT C&A	Planning scrutiny and learning walks evidence effective and appropriate use of purposeful assessment strategies.	
	Embed the use of flashback quadrants and develop expertise around selecting appropriate content that cues in knowledge.	Half termly exemplars shared from subject leaders collected and evaluated - DHT C&A & Subject Leaders	Planning scrutiny and learning walks evidence the sustained and consistent practice of flashback quadrants. Pupils demonstrate strong retrieval of prior knowledge and understand its connection with new content.	

	Embed and secure the materials for the routine 3 weekly mini tests in Reading and Maths to aid summative assessment.	DHT C&A and English Lead	In progress meetings teachers use insights from the 3 weekly assessments to inform their summative judgements.	
	Explore the extension of digital standardised assessments from Year 3 and 4 to Year 5. Ensure that staff are trained and supported in administering tests and using the suite of reports for assessments and curriculum planning.	SLT, DHT C&A with Year 3, 4 & 5 Teachers Termly	Staff report confidence and competence in administering tests and using reports. Planning scrutiny evidences curriculum adaptations made in light of assessment information. Teachers have greater precision in tailoring planning and adapting the curriculum to plug pupil knowledge gaps; this is reflected in Reading and Maths attainment data.	
	Develop leaders and core subject leaders' knowledge and use of our internal data system (Arbor) so that they can analyse and interrogate pupils' progress data for their respective subject. This will support them in prioritising their leadership focus when co-planning, holding surgery sessions and conducting monitoring and evaluative activities.	Autumn Spring/Summer Subject Leader team meetings	Subject leader feedback indicates that they have been able to provide effective and tailored support for year groups. Subject leaders use insights from data to triangulate their M&E findings.	
	Sustain practice of progress trackers in Reading and Maths. Embed the use of the foundation subject trackers: Geography, PSHE, Art, French. Develop and implement a tracker for the foundation subjects that would aid summative assessment tracking for these subjects: Science, DT, Music, Computing and PE.	Half termly - DHT C&A with Subject Leaders Autumn 2/Spring 1 - DHT C&A with Subject Leaders	In progress meetings teachers are able to articulate pupil attainment strengths and gaps drawing on information presented in their trackers. Subject leaders are able to identify strengths, areas for development and trends across their subject and tailor CPD based on this.	

	Work with subject leaders to distinguish the core knowledge for each of the units of work, in line with the vertical progression model: History and Science.	Autumn 2 & Spring	Staff report a clear understanding of the curriculum map and progression documents to deliver the curriculum as intended and retain its integrity. Learning walks evidence implementation of the school's curriculum map.	
	When revising units of work consider task-design to include more opportunities that lend themselves as assessment opportunities, including oracy focussed activities.	Half term ahead of unit delivery - Subject lead & DHT C&A	In progress meetings teachers are able to articulate pupil attainment strengths and gaps drawing on information presented in their trackers.	
	Develop end of unit/year tests for History and Science. Explore digital assessments for units of work.	Autumn 1 - Science Autumn 2 - History	Planning scrutiny evidences that test data used to adapt teaching. Subject leader is able to utilise information to add to the assessment picture they hold of attainment in their discipline.	
<u>Further Strategic Development</u> To develop leadership capacity so that the Science, History, Geography, Art and DT lead drive progress for pupils in their respective subjects.	Aid the transition of subject leadership responsibilities where there has been a change over.	Autumn 1 - initial meetings and action planning Ongoing	SIP action plan reviews indicate that there is progress made against the individual targets planned.	
	Signpost at what points coordinators will engage in co-planning, co-curriculum design with the DHT for C&A. Support leaders in prioritising and organising the work for their subject in order to develop and embed transferable organisational skills.	Termly schedule generated by DHT C&A Subject leader termly meetings & 1:1 meetings	Staff voice indicates that subject leaders have clarity in scheduling and prioritising their workload. They meet deadlines and timeframes mapped in their action plans.	

	Monitoring and evaluation exercises will be planned per subject area. This will take the form of planning scrutinies, book looks, pupil conferencing, learning walks and analysis of data. Engage in monitoring and evaluation exercises collaboratively so that the curriculum is kept under review. Monitoring and evaluation criteria will be written alongside the DHT C&A to ensure that these exercises inform planning for all groups of pupils to make progress and evaluations drive improvement.	As per the schedule in individual action plans Monitoring calendar established for all subjects - Autumn 1	Monitoring and evaluation criteria agreed and applied consistently across subjects. Evidence from feedback and scrutiny shows teachers adapt planning in response to monitoring outcomes. Termly SIP evaluations identify strengths and areas for development using analysis from M&E activities; subsequent monitoring evidences a development in the school's SIP priority areas.	
	Collaborate with subject leaders to support the delivery of CPD, including co-creating slides and materials, deciding on the focus and format of the session.	As per the schedule in individual action plans	Learning walks, planning scrutiny, pupil outcomes evidence staff apply CPD learning in classroom practice. Subject leaders report increased confidence in designing and delivering CPD (via termly reflection).	

English-Writing Aylea Abbasi

Objective	Tasks	Whom / Timescale	Impact Capture	RAG
Oracy	- Deliver CPD for practical strategies for oracy in lessons. - Within literacy lessons , explicit sessions are planned to develop children's ability to speak using correct vocabulary, grammar and register. - Oracy games: Good Idea . Bad Idea.Would You Rather.Countries in A Continent.Odd One Out.Double Bubble. 10 Word Challenge. - School Parliament, Whispering Wordsmiths ,Stewards of The Earth present regularly in assemblies. - All pupils have an opportunity to present their favourite book in Book Talk Assembly.	English Lead Class Teachers English Lead and Class Teachers	- Pupils develop their confidence and public speaking skills. - During story time sessions pupils learn from teachers' modelling of best reading aloud practise. - Children derive enjoyment from oracy games.	
Writing	- Deliver CPD to teachers on the whole-school writing model. - Deliver CPD to teaching assistants and class teachers on the most effective use of the Grammar Concept Cards. - Teach grammar explicitly for sentence construction ,using Grammar Concept Cards. - Embed the use of appendices of The National Curriculum , for clarity on essential knowledge to be taught , in each year group. - Use inside out stories and high-quality children's literature as models for writing. - The use of the Concept Cards provides clear opportunities within writing lessons to include aspirational vocabulary. - Newly replenished book stocks in all year groups , will ensure pupils have access to word-rich texts. - Semantic maps continue to be used in all subjects to teach Tier 2 and Tier 3 vocabulary.	English Lead Class Teachers Class Teachers and English Lead. Teaching Assistant.	- Pupils are able to manipulate grammar to compose sentences, independently. - Pupils are able to develop their authorial voices. - All pupils will benefit from robust teaching of vocabulary. - Pupils' develop their foundational skills to reduce cognitive load and focus on independent writing. - Pupils derive enjoyment from themed weeks with enriching activities. - Pupils have an opportunity to write for authentic purposes.	

	• Weekly spelling lessons and dictation tests using Twinkl Spelling. • RWI Hand Writing Policy • Identify all pupils who will need to complete their baseline Lexia assessments in the Autumn Term. • Provision of regular Lexia sessions. • Celebrate Book Week . • Continue to publish the Emerald Publications.			
Assessment	• Termly moderation in each year group. • Use of assessment check lists, for independent writing tasks. • Termly Learning Walks and Moderation and Evaluation Exercise.	English Lead and Curriculum Lead. English Lead and SENDCO	• Class Teachers can use assessment of learning effectively to plan lessons. • Pupils will benefit from targeted teaching.	
SEND	• Writing planning ensures that all lessons are adapted to meet the specific needs of individuals with SEND to ensure they have opportunity to make progress from their own starting point. • Planned writing interventions provide pupils with overlearning of gaps in their knowledge and skills • Pupils are taught grammar using Concept Cards , in smaller groups.	Class teachers Teaching Assistants	• Pupils are able to write with greater accuracy and fluency. • Pupils develop a firmer understanding of task , audience and purpose.	

English Reading- Aylea Abbasi

Objective	Tasks	Whom / Timescale	Impact Capture	RAG
Early Reading	• Reading lessons teachers model correct intonation and pitch in Story Time . • Phonics lessons are delivered in Early Years and KS1 with fidelity to the Read Write Inc. program. • All pupils will receive access to the Oxford Owl online platform and the weekly decodable book with an adult, at home. • Pupils who require it, receive regular one to one tutoring sessions. • Pupils were regrouped after half-termly assessments ensuring maximal progress. • Book corners are organised as inviting places for children. • Inside Out Stories are shared with pupils in the Early Years. • Pupils are exposed to a language rich learning environment. • Working walls are updated regularly and teachers model their use . • Pupils engage in high-quality interactions with adults that build oracy and vocabulary skills. • RWI Development Day	Reading Lead Class Teachers Teaching Assistants	• Pupils use their phonics knowledge to decode and comprehend texts after receiving quality first teaching. • In lessons, pupils only read books they can decode. • Timely assessment ensures that gaps are identified, quickly and all pupils make maximum progress. • All teachers for phonics receive targeted CPD by RWI specialist	
Reading	• Teachers model correct intonation and pitch in Story Time . • To continue to review and adapt the core text list to ensure pupils have access to high-quality and varied works, in children's literature, in whole class reading sessions. • Through CPD sessions, strategies are shared with teachers creating discussion from	Class Teachers Teaching Assistants	• Through greater opportunities to read , pupils have improved comprehension and literacy skills.. • Fluent reading allows all pupils including those who comprise the first 20% , pupil premium groups and EAL , acquire knowledge and build on what they already know.	

	literature and transfer this learning to independent writing. • Within reading lessons, teachers plan levelled questioning opportunities, which build on prior knowledge and provide appropriate challenge. • Book corners are maintained , with a wide range of fiction and nonfiction texts available to all students. • The student led book club, Whispering Wordsmiths, continues to share their favourite titles and authors , with younger pupils in the school.		• Pupils comprising the first 20% benefit from targeted support to ensure progress. •	
Assessment	• Three Weekly Assessments	Class Teachers	• Summative Assessments	
SEND	• Reading provision is adapted through condensing texts, providing larger font or additional picture cues to support individual learners • Pupils have frequent opportunity to read aloud to an adult through whole class reading, small group intervention, Play leaders, Beanstalk readers and Whitgift volunteers • Pupils attend specific reading interventions such as Fresh Start or Echo reading	Class Teachers Teaching Assistants	• Summative assessments	

Inclusion -Mrs Spain

Objective	Tasks	Whom / Timescale	Impact Capture	RAG
Oracy & Writing	• Early identification of communication needs in the early years/nursery to provide timely assessment and plans from speech and language therapists • Complete NELI assessments in Autumn 1 to identify communication needs and provide intervention for those with high risk. • Participate in the Croydon/Little Wandle Croydon Oracy Project to develop good early oracy in EYFS. • Ensure targeted Lexia participation time for pupils with licenses through dedicated clubs and parental engagement. • Plan and deliver targeted writing interventions, including handwriting, colourful semantics and spelling program • Beanstalk reading volunteers aid disadvantaged pupils to increase frequency and develop a love for reading. • DHT Inclusion to provide staff training and monitoring for teachers to plan effective adaptations for pupils with SEND across the curriculum to ensure good access to learning and promote accelerated progress.	SENDCo and class teacher at SEND surgeries EYFS Team & SENDCo Lexia Lead & SENDCo Support Staff led by STs and SENDCo SENDCo & subject leaders	• Pupils who access NELI demonstrate measurable improvements in vocabulary, narrative skills, and listening comprehension by the end of the year. • Pupils in EYFS demonstrate increased confidence, fluency, and willingness to engage in sustained talk, contributing to stronger attainment in communication and language ELGs. • Pupils demonstrate increased independence and confidence in writing, evidenced by improvements in moderated writing outcomes.	
Assessment	• Use of Engagement Model, EYFS SEND Steps assessment and Pre-Key Stage levels to accurately assess and identify gaps for pupils not accessing the NC. • Formative assessments completed at the appropriate year group for pupils with SEND working below their year group • Intervention impact measures are in place	Class Teachers supported by SENDCo and DHT C&A SENDCo	• Regular use of formative and summative assessments at the appropriate curriculum stage enables teachers to set achievable next steps, ensuring that all pupils experience success and progress relative to their starting points.	

	• Identification tools used to identify specific needs e.g. NELI, dyslexia screener.			
Strategic Planning for SEND & Disadvantaged	• The Pupil Premium Grant Strategy focuses on meeting the whole school targets through provision for disadvantaged pupils, including those with SEND. • Through SEND surgeries and observations, regularly update the SEND register using the new format that enables clear analysis of need. • Prioritise SEND needs and map out the allocated allowance of specialists or bought in services including: EHCP applications, Pediatric referrals, EP referrals, OT referrals, SALT assessments, In-House screening. • Timetable and staff the Hub Provision for pupils in Years R, 1 & 2 to provide targeted support for pupils with high needs. • Wellbeing is prioritised through the PSHE curriculum, PE curriculum, whole school participation in events such as World Mental Health Day and SENDCo participate in the Raising Attainment With Wellbeing Programme (RAW) and achieve the National Whole School Wellbeing Award. • Plan out of class SEND provisions for pupils including ELSA, Zones of Regulation, Bucket Time, drama therapy and use of the sensory room. • DHT Inclusion runs weekly training for all support staff to ensure skills in the key provision areas (e.g. Zones of Regulation, Attention Autism, PECs, Lego Therapy) • Engage in local SENDCo cluster, Trust group, Local Authority and wider SEND information to remain up to date in research and development in the area of inclusion, including understanding the new OFSTED Inclusion Framework https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025	SENDCo SENDCo and Class Teachers	• Gaps in attainment between disadvantaged pupils and their peers are narrowed year on year, evidenced by internal and external assessment data. • Timely and well-documented referrals (EHCP, paediatric, EP, OT, SALT) result in earlier access to specialist support, reducing delays in provision and improving long-term outcomes for pupils. • A whole-school approach to wellbeing supports pupils' emotional resilience, with clear improvements in self-regulation, attendance, and behaviour data. • Best practice is disseminated across the school, leading to a culture of continuous improvement in inclusion.	

Safeguarding, Pastoral, Personal Development, Behaviour and Well-being -T Christoforou

Objective	Tasks	Whom / Timescale	Impact Capture	RAG
To protect all pupils by ensuring best practice in all areas of safeguarding and child protection. To implement changes to KCSIE 2025, and WTTSG 2023 through staff training and policy and procedural revisions.	All Designated Safeguarding Leads and Deputy Safeguarding Leads (DSL) to attend up to date training and cascade information to all appropriate staff. All staff to attend CP training annually. Regular update through bitesize CPD or email bulletin. All Safeguarding policies to be rigorous and robust; reviewed annually or sooner where new information is received by Government agencies to ensure up to date best practice by all staff. DSL to support staff to understand their roles and responsibility with regard to filtering and monitoring. Complete the LA safeguarding Audit/ Trust safeguarding Audit Maintain a secure and accurate record of all safeguarding activities, concerns, and actions taken, following the principles of information sharing where appropriate.	DSL DSL DSL DSL	Through training, staff will continue to be vigilant and know the Prevent strategy, to identify FGM and CSE and are aware of their associated duties. All staff to understand their responsibility to safeguard pupils, identifying when early help would be appropriate and provide timely support.	

To use a child centred approach to all aspects of safeguarding. To develop pupils' awareness of how to keep themselves safe in everyday situations - this will be age appropriate.	'Pants Rule' NSPCC Specific lessons devoted to fire safety and LFB visits to Y2 and 5 EYFS - firefighter and engine to visit school Y6 citizenship trip Road safety - using pedestrian crossing, holding parent's hand, green cross code Bike ability for Y5 and Y6 Pupils learn to swim 25m 'Clever Never Goes' & 'Stranger Danger' - known trusted adults Reporting concerns- develop the use of Classroom Cloud to enable pupils to report a concern through this platform Who are the police and how can they help us? - visits from local community police Water safety sessions as part of swimming lessons at Waddon LC. School site- ensure safe areas everywhere Regular Fire Drill practise and Lockdown procedure Medicines within the home - what is safe - how do we know? Follow the RSE programme in year groups. (Ten: Ten).	Classteachers		
Contextual Safety To enable pupils to know how to manage risks within their community and locality.	● Keeping safe in the local area - talks from community police ● Awareness of safe spaces in local community - NSPCC resources ● Knife Crime - visits for Y5 and Y6 from 'Unique Talents' ● Drug awareness talks ● RSHE drug awareness sessions	Classteachers DSL/ caretaker Classteachers	All pupils are able to make age appropriate decisions to keep themselves safe in everyday situations. Pupils are able to follow rules e.g road safety, school rules Pupils understand that certain adults are here to help them e.g police, teachers Pupils are able to report any concerns they may have to a trusted adult.	
		DSL/SLT	Children and young people are safe - physically, emotionally and mentally - from significant dangers they may experience beyond their families.	

	Encourage pupils to 'TELL' when things upset them online- encourage them to engage with ChildLine when/if things go wrong.			
Pastoral & Personal Development To build on the strong partnerships with parents and pupils so that pupils are well supported To develop children's faith, joy and spirituality through the love of God. To foster a culture of respect and understanding for all cultures and faiths To provide an inclusive environment based on the School's Mission and FAITH values To promote 'fundamental British values' and prepare children and young people for life in modern Britain	Develop pathways of support both in-house and through the Local Authority including the use of ELSA / social skills / family support groups (EARLY HELP) Support the early Identification of vulnerable children and families. Ensure support and assistance for vulnerable children is available through provision of specialist practitioners. To engage parents to support children's learning through the use of workshops and curriculum meetings. Information regularly shared through the newsletter and website. These are promoted and evaluated- school to evaluate the use of good practice webinars to reach a wider audience of parents. HT to attend PAF meetings and regularly report back to governors. To apprise the PAF of the school priorities to ensure fundraising supports these. To continue the 'Uniform shop' for families to access nearly-new uniforms at affordable costs. A series of assemblies promotes faith and understanding based on the Lighting the Path Scheme, PSHE, British Values and the school's Mission and Values Ensure the delivery of a robust PSHE curriculum is fulfilled, which links to Lighting the Path and British Values.	Inclusion Lead/SLT SLT SLT HT Office Team SLT SLT	A culture of enjoyment and respect is fostered throughout the school through the promotion of the Gospel values.	

To raise pupils' awareness of Personal Relationships and equality	. School Parliament Elections to support children's understanding of the UK Political System. Organise visitors to support the curriculum and values of the school. Create new teams-Stewards of the Earth, FAITH Ministers, GIFT and Play Leaders. Explore the Eco Status requirements and identify projects where children can fulfil their responsibilities for sustainability within the local and global community. Engage in the STARS project to create a School Travel Plan (STP) and select the most suitable activities for our school to address our travel issues and reach our active travel targets. Continue to engage in the national and local initiatives to promote health and wellbeing -The 5 ways to Wellbeing, Daily mile, walk to school etc. Further develop the profile of mental health in schools through investment in continued training and Mental Health Lead in school. Ensure, through the intensive swimming programme and catch-up sessions, pupils' meet the requirements in the National Curriculum for swimming and water safety.	AHT SLT DHT Curriculum/ subject leads DHT Curriculum/ subject leads	As such, pupils make a positive contribution to the school environment and all pupils' experience of school life is positive. Pupils can take responsibility and develop strategies for supporting their own wellbeing.	
To provide opportunities to foster new learning by promoting health, well-being, enjoyment and safety				

Behaviour & Wellbeing To ensure leaders and staff create a culture of high - expectation, aspirations, behaviour, well-being and safety. To ensure pupils are engaged, enjoy and make good progress in all areas of the curriculum and develop as resilient learners.	All staff ensure the Golden rules are used effectively to build good relationships within the school community. All staff understand and implement the Positive Behaviour Policy. AHT to hold pupil conferencing through the School Parliament sessions around the use of the golden rules and other school wide issues. Ensure the school's commitment to pupil health and well-being is met through participation in Healthy Schools Mark, walk to school and the Croydon Wellbeing Mark. Refine and develop a robust PSHE/RSHE curriculum which links to Lighting the Path, British Values, and the Faith Values. Continue to build on the work of Zippy's and Apple's Friends in Years 2 and 5 to support pupils' resilience and continue the use of the Zones of Regulation materials to support staff, parents and pupils where pupils experience difficulties in self-discipline.		By all staff implementing the right strategies pupils will be able to navigate their life in school and beyond, with confidence and resilience. Pupils are keenly aware of how good attitudes and behaviour contribute to progress, achievement and school life.	
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Attendance- T Christoforou

<i>Objective</i>	<i>Tasks</i>	<i>Whom / Timescale</i>	<i>Impact Capture</i>	<i>RAG</i>
To develop a culture of regular school attendance, maximising the time pupils spend at school and therefore providing consistency and continuity for academic and social learning.	- Regular reviews of whole school, cohort, class and subgroup attendance data to identify trends in school attendance and directing intervention. - Parents of children whose attendance is below 90% will be sent letters highlighting the issue and reminding them of the importance of regular school attendance. - If attendance continues to decline, parents will be invited to meet with members of the leadership team to better understand the reasons for absence and design a plan for improvement. - All staff recognise the need to track pupil attendance closely and follow the Absence Flow Chart & Attendance Policy. - Pupils with 100% end of year certificates to be issued at the end of the academic year. - Celebrate attendance through wall displays around the school. - Analyse attendance data for all groups using Secure Access - View Your Education Data and report to governors. - Engage with Study Bugs to support Local Authority to respond to need/ map illness and underlying reasons across the borough.	HT/SLT Attendance Team Classteachers HT HT HT	- All pupils attend school regularly, maximising their time in school and benefit from increased continuity in their learning. - All pupils establish good attendance patterns and have a positive attitude to school. - Rates of persistent absences decrease as pupils and families receive ongoing support to get pupils to school. - Parents / carers or families, young people and children have easy access to support networks. - Parents / carers or families have a clear understanding of their rights and responsibilities within the Education Act 1996	

	Poor Attendance • Work with families to alleviate barriers to good school attendance. • Engage the support of Education Welfare Officers through Team EWO. Where necessary, use pathways of support for families through internal and external early help services. • Monitor the attendance of persistent absentees closely and ensure a robust response to further attendance decline. Implement the school's Attendance Contract. • DSL/SLT to be aware of those pupils who may present as having 'unexplainable and/or persistent absences from education.' • Engage with Croydon Local Authority to deliver on their Attendance Strategy- to engage support from the Attendance Team at Croydon by using referral pathways such as Missing Mondays and engage with the new Statutory Processes for Absenteeism- Penalty Notice conduct/ school attendance orders.	SLT HT HT HT	• Parents / carers or families have clear information about school policies and procedures. There is clarity of targets and steps that can be taken to achieve targets. • There is a clear system for monitoring progress and impact. • Families remain engaged and participate in the process.	
To keep parents informed of attendance procedures	• Attendance sheets will be provided at parent consultation meetings and parents will be reminded of their responsibilities for regular school attendance. • Weekly attendance per year group shared in the newsletters, attendance display board and half termly celebrations for high attendance to raise children and parents' awareness of the importance of attendance and punctuality • Pupils are informed regarding their curriculum targets so they are aware of the effects of poor attendance. These are shared at Parent consultation meetings.	Office Team Office Team Classteachers	• Partnership between school and home supports parents in promoting good attendance. • Parents understand the importance of good attendance. • Parents are made aware of falling attendance figures enabling quick change.	

Governance- M Jones				
Objective 1	Tasks	Whom / Timescale	Impact Capture	RAG
To protect all pupils by ensuring best practice in regard to Safeguarding, Child Protection and a Safeguarding curriculum.	- Safeguarding Governors work closely with DSLs, Trust Governance Professional and Trust Safeguarding Lead to ensure the action plan for safeguarding is fully implemented and pupils are kept safe. - LGB receives up to date training in Safeguarding, Child Protection and the Prevent Duty and has a working knowledge of KCSIE '25. - Governors responsible for senior appointments undertake Safer Recruitment training within 2 years prior to any appointment. - The Safeguarding Governors have oversight of the SCR and ensure all staff vetting and clearance procedures are carried out thoroughly and completely. Checks are reported to the GB. - Risk assessments are rigorously monitored by safeguarding governors and recorded through Evolve. Risk assessments for residential or adventurous activities are signed off by GB, LA Visits Coordinator, HT, EHT & Trust. - Governors receive termly child protection data in the HT Report, as well as salient local and national safeguarding issues, shared by the leadership team. - The LGB monitors the progress, attainment and provision for CLA through termly reports.	LGB Safeguarding Governors SFCAT	Governors have a thorough knowledge and understanding of their statutory duties in relation to safeguarding, child protection and the Prevent Duty; they are therefore equipped to hold school leaders to account to ensure national and Trust policy and procedures are effective and pupils are safe from harm. Safeguarding is judged effective through external reviews, Trust reviews and governor visits. Pupils are aware of risk, understand how to keep themselves safe and know how to apply this in a range of situations. All pupils, including those who are vulnerable, attend school regularly, make good progress and attain highly, relative to their starting points.	

	LGB monitors attendance and persistent absence data to ensure the schools carry out its duties to drive improved school attendance.			
To ensure the schools are well led and managed.	- Alongside the Trust, SLT and LGB regularly review staff workload and ensure data drops and other required tasks are purposeful, useful and timed considerately. - The Trust & LGB makes use of regular stakeholder questionnaires and external validation through SIP visits, talking to staff and governor visits. - The LGB meet termly and consider issues that impact on staff workload and wellbeing.	LGB SFCAT School Leaders	Pupils staff and families benefit from schools which are led and managed well, ensuring the best outcomes for pupils and staff. Pupils achieve highly and make expected or better progress as a result of effective strategic direction implemented by the senior leadership team, ensuring all staff work to promote the best outcomes for children. Pupils benefit from a workforce that is supported personally, professionally and in terms of workload and wellbeing; this is monitored regularly by school leaders, the local governing body and the Trust executive.	
The curriculum allows pupils to make good progress and pupils achieve ARE / Greater Depth.	- Governors are provided with all school data and review the progress and attainment of pupils. The LGB knows the strengths and weaknesses in learning across the federation. - SEND pupils, including those with an EHCP, receive timely support to enable them make progress and, where appropriate, achieve in-line with their peers. - The curriculum is adapted to meet the needs of pupils with SEND and supports the lowest 20% of learners' needs.	DA Governors LGB School Leaders SFCAT	Effective governance, underpinned by challenge and support for school leaders impacts positively on the quality of education and outcomes for all pupils. Governors have a thorough understanding of the priority areas for school improvement for each school, as	

Those pupils who have EHC Plans achieve in line with their predicted targets and are appropriately supported to meet their individual needs.	• Governors know and understand the three schools' PPG strategies and have an overview of the impact of funding on pupils' attainment and progress. • A focus on disadvantaged and vulnerable pupils during data reviews ensures these pupils attain in line with their peers (or make progress from their individual starting points). • The schools' subject planning documents are based on the National Curriculum. Governors know and understand the curriculum and have knowledge of progression documents etc. • The School Improvement Plans are working documents used by the LGB and are the basis of the schools' work. Regular reviews of the SIPs are shared with the LGB. • Governors carry out school visits and are well-informed regarding the curriculum and pupils' strengths and areas for development.		well as action planning for specific individual areas. Through this, the board monitors progress towards objectives and ensures that curriculum provision for pupils remains under continual review, development and improvement. Governors scrutinise information reports, analyse data and conduct visits to triangulate their knowledge of curriculum provision and the quality of education for all pupils. Pupils for whom the school receives top up funding benefit from strategic spend of this funding to meet their needs. This is monitored by the Trust and designated governors to ensure the principles of best value are applied and that spend promotes pupils achieving in line with objectives.	
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The LGB takes an active role in the development of Sancta Familia Catholic Academy Trust and support the schools as they navigate periods of change.	• The chair and vice chairs continue to contribute to the development of Sancta Familia Catholic Academy trust, providing support, challenge and influence to the Trust and its emerging policy. • The local governing body continues to organise itself to excel in the discharge of its duties as outlined in the Scheme of Delegation and with guidance from the Trust Governance Professional. • The local governing body invests in strategic succession planning for its members to ensure that as experienced governors come to the end of their term, there is capacity within the LGB to continue its work.	LGB School Leaders	The local governing board is stable, responsive to change under new academy frameworks and remains highly effective in discharging its duties and responsibilities. The LGB makes good use of lessons learnt from working as a Federation, applying this to new governance structures, working alongside the CSEL and SFCAT directors.	
The local governing body carries out its duties efficiently, knowledgeably and in line with government, diocesan and environmental expectations.	• The LGB ensures clarity of vision, ethos and strategic direction which is in-line with diocesan and Trust expectations. • Alongside the Executive, the LGB holds leaders to account for the educational performance of the organisations and its pupils, the efficient performance management of staff. • New governors are inducted, provided with a governor mentor and receive appropriate training through trust provided subscriptions, the diocese and SFCAT. • Governors to consider and design a Federation 'Net-Zero' Policy and accompanying strategy with a target of 2035.	LGB School Leaders SFCAT	The schools are effective, efficient and socially responsible, with distinct culture, values and ethos reflected in all school areas.	

Religious Education - Anne-Marie Storey

<i>Objective 1</i>	<i>Tasks</i>	<i>Whom / Timescale</i>	<i>Impact Capture</i>
Oracy To enable pupils to articulate ideas, develop understanding and engage with others through speaking, listening and effective communication. Pupils' plan and lead acts of worship confidently	RE lead to share an overview of the year, with key events in our liturgical year, feast days etc which allows for more creativity from the pupils	RE lead - start of each term	Overview shared; liturgical year reflected and celebrated.
	Training provided to help support ensuring liturgies are more child-led, through a creative approach, including liturgical dances, artwork, dual-coding to embed key understanding etc	RE lead - on-going	Training delivered; range of creative approaches showcased.
	RE lead to meet with parish priests and map out opportunities for worship and prayer including but not limited to, masses for the year (Holy Days of Obligation, Christmas, Easter, Harvest)	RE lead, priests - start of each term	Timetable shared; liturgical year reflected through masses, celebration of the words,
	Pupils to take an active role in masses through readings and the offertory. The pupils will compose their own bidding prayers.	All CTs	Pupils take part in masses confidently and with reverence.
	Classes to continue to attend community masses at our local parishes.	KS2 classes- Termly	Pupils take an active role in mass and confidently reflect upon the gospel and homily.
	The teaching of CST, other faiths, sustainably enrich the pupils understanding for the world around us	RE lead, Geography lead	Reflection in books (through big questions) demonstrate good understanding CST.
	Regina Coeli to continue and build upon its close involvement with the Sancta Familia chaplaincy group. RE lead attending termly meeting and our pupils taking part in a termly celebration with pupils across the trust.	RE lead Termly SF staff meeting Termly SF pupil event	Pupils take an active role in shared liturgies and celebration days.
	GIFT team established from pupils in year 5 take lead role on whole school initiatives	RE lead to set up in Aut term	GIFT team lead events in school presenting ideas confidently.

	Opportunities for talk-based activities in lesson sequences		Talk-based activities evident in lessons and planning scrutiny.
	Strengthen opportunities for structured debate and discussion		Debates embedded; pupils articulate viewpoints confidently.

Objective 2	Tasks	Whom / Timescale	Impact Capture
SEND & Disadvantaged	Lesson sequences and planning identify potential areas where students might struggle and consider adaptive strategies to scaffold access, including visual aids and flexible grouping.	RE Lead and ALL classteachers Ongoing	Lesson planning scrutiny show adapted planning and needs to all be catered for.
	- Integrate movement and tactile learning (e.g., drawing maps on large paper roll), use varied resources, and address challenging vocabulary explicitly. - Ensure Classteachers are using alternative methods to record pupils religious understanding so literacy skills to not hinder progress in RE - Collect photos/evidence of pupils engaged in active tasks with teacher/peer annotations that capture pupil soundbites. - Ensure mixed attainment pairs are used during talk-based activities - Teachers use this knowledge, plus prior assessment knowledge (trackers from last year, trackers from last unit) to make curriculum adaptations such as pre-teaching concepts.	RE Lead- termly	Resources evident in lessons; increased engagement and access for disadvantaged pupils (artwork, music, Godly play) Evidence of curriculum adaptations; SEND pupil engagement and access. Books demonstrate that all child can demonstrate learning through using a range of strategies.

Objective 3	Tasks	Whom / Timescale	Impact Capture
Assessment Assessment opportunities are embedded which allow all children to achieve ambitious targets	Standardise the use of developmental marking to support and challenge all pupils in self-assessment and higher order thinking	RE lead, SLT Ongoing	Staff confidence and precision in judgements improves.
	Book scrutiny to monitor the impact of current feedback taking place	Termly RE lead	Books school evidence of pupil's work at ARE/ GD.
	RE lead to meet with other RE leads from the deanery/ diocese/ trust to share best practice on assessment	Termly through SF network and other RE meetings	School's judgements are inline with that of others; moderated samples created.
	Provide training in marking for all teaching staff, thinking about how marking can be used effectively in all year groups, not always written feedback necessary.	Aut 2 RE lead	Examples collated; used for staff training and moderation.
	Plan termly moderation meetings with each year group prior to assessment data drops to support judgements.	Termly CTs, SLT and RE lead	Staff confidence and precision in judgements improves.

Objective 4	Tasks	Whom / Timescale	Impact Capture
Catholic life and mission Ensure Religious Education is engagingly delivered through comprehensive content that forms the basis of pupils' knowledge and	The Growing in Faith Team, GIFT, work in collaboration with Stewards of the Earth, to protect and maintain God's precious gift of Creation. The groups will meet with the school Parliament to create a united vision for Regina Coeli's plan to protect and save the world's resources.	Group established in Aut 1	GIFT team lead initiatives; evidence collected in photos/pupil voice.
	Work towards Participator Level of the Oscar Romero Award	Ongoing	
	CAFOD representative to run CST workshops across the school.	Spring term	Workshops delivered; learning outcomes showcased.

understanding of the Catholic faith, while contributing positively to the school's broad and balanced curriculum and reflecting Catholic Social Teaching		RE lead	
	New staff are inducted to the school and receive training about delivering RE lessons in a Catholic school	Teachers new to school	New staff are confident in delivery the RE curriculum.
	The RSHE curriculum delivered is designed to ensure the pupils have a good understanding of the choices they will have to make as they grow older.	RE lead and PSHE lead	Curriculum map updated to link.
	Pupils to consider other ways in which they can give to their local community, visiting residential home, links with other local schools.	RE lead, GIFT team Termly	Pupil led initiatives are delivered to help our community / global family.
	Regina Coeli to dedicate targeted fundraising and support of local and global issues e.g. Purley food hub at harvest, McMillian cancer support and CAFOD's 2025 Big Walk appeal.	September 25 October 2025 Lent 2026	Pupil led initiatives are delivered to help our community / global family.
	RE expectations shared with all staff at the start of the academic year to highlight high standards upheld for the teaching and learning of RE. e.g expectations for RE lessons, liturgy, books, prayer life in the school,	Termly RE lead	Expectations shared; books reflect high standards across all years.
	RE Lead Support staff new to teaching in Catholic schools.	RE lead, start of academic year and throughout year	New staff confident in delivering the curriculum.
	Other Faiths Weeks to be celebrated (Autumn term- Judaism, Summer- Islam, and a visit from a local Hindu community leader)	Aut term and Summer	Pupils understand and respectful towards other religions.
	FAITH Value assemblies termly with weekly awards for children demonstrating living out the school values of Family, Aspiration, Inclusiveness, Tolerance and Harmony.	Half termly	Assemblies shared; awards given out weekly and shared in newsletter.
	Catholic Social Teaching and our duty of care for our global brothers and sisters is intertwined through whole school initiatives such as	On-going	Pupils know and understand the importance of helping others

	charitable fundraising and donations.		around us, knowing the difference they can make.
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Objective 5	Tasks	Whom / Timescale	Impact Capture
Religious Education To successfully implement the “Lighting the Path: Source to Summit” Religious Education programme across all year groups from Reception to Year 6, ensuring all staff are confident in delivering high-quality, RE lessons in line with diocesan expectations.	To attend diocese training launching the new scheme	11th Sept- RE lead and SLT	RE lead and SLT are in the know of the new expectations.
	EYFS and KS1 teachers to attend training for staff to launch the new scheme	7th Oct - EY / infant teaching staff	Teachers are confident and ready to deliver the new scheme.
	Agree with SLT the timescale that we want to role the program out over next two years	Post diocese training	Timescale agreed; implications are clearly planned.
	Deliver whole-school INSET training on the principles and structure of Source to Summit (e.g., the theological underpinnings, the Explore-Reveal-Respond model).	Autumn term - all staff Autumn - EYFS and KS1 Spring - KS2 staff	Staff are confident with teaching the new scheme Staff audit of confidence
	Explore the new scheme - rolling subscription and ensure all staff have access to links etc	Business manager - MB EYFS & KS1 - Sept 2025 KS2 - Jan 2026	All staff have access to the plans and resources online that they need to teach the new scheme
	Create new LTP for each year group, incorporating other faiths week.	RE lead - KS1 Aut Term Ks2 - Spring term	New LTPs are shared with all staff and available on school website
	Communicate changes to the RE teaching to parents, through curriculum meetings , an RE parents evening and / or RE newsletters	To be decided when scheme is to be launched	Parents and carers and governors are up-to-date with new scheme and are aware how best to support children.
	Develop a monitoring cycle (learning walks, pupil voice, book scrutiny) focused on RE lessons and scheme implementation.	RE lead	RE lead using M&E to ensure ‘Lighting the Path’ scheme is being followed
	Planning meetings with each year group to support planning and delivery of this scheme		RE lessons are confidently planned and delivered in line with the RED.