

ST GREGORY'S SCHOOL IMPROVEMENT PLAN and SELF-EVALUATION 2026-2027

September 2026 - July 2027

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“In the joy of the Gospel we will work together to *be* kind, fair *and* honest, and become the people Jesus calls us to be.”

1. SCHOOL VISION

- St Gregory's has an excellent reputation based on its high standards of pastoral care, behaviour and achievement within a Christ-centred environment. An emphasis on teaching respect, manners and kindness ensures that children are happy, considerate and well-behaved, following our school motto: **"Be Kind, Be Fair, Be Honest."** We are passionate about learning and deeply committed to the highest possible standards of achievement for all our pupils within a loving and caring Catholic community.
- All staff, children, parents and governors aspire to always give their best. The 'Senior Leadership Team' seek to drive the highest possible standards in order for every child to fulfil their potential. **'Nothing but our best will do'** is our ultimate aim. We believe that positive relationships with peers and staff, enjoyable and engaging lessons are the essential ingredients for effective learning and development. We provide encouragement and opportunity for children to find and develop their individual talents and skills and we actively promote participation in music, drama and sport.
- A dedicated team of staff and governors ensures that the school's continual development and pursuit of high standards across a broad, balanced and a memorable curriculum is maintained.

SCHOOL CONTEXT

This School Improvement Plan is informed by **rigorous self-evaluation, stakeholder feedback,** Archdiocese guidance and pupil outcomes. It outlines the strategic direction for 2026–2027, ensuring continued excellence in Catholic life, curriculum provision, and pupil achievement.

In the joy of the Gospel we will work together to be kind, fair and honest, and become the people Jesus calls us to be.

ST GREGORY'S CATHOLIC PRIMARY SCHOOL

KEY PRIORITIES 2026–2027

Priority 1: Catholic Life, RE and Personal Development

- Roll out new RE Scheme of Work
- Embed Prayer and Liturgy model
- Review Mission Statement with stakeholders and Archdiocese
- **Develop RSE within RE**

Priority 2: Quality of Education – Reading Development

- Establish strong home reading culture
- Transition from e-books to physical books
- Redesign library with PTA
- Increase investment in reading resources
- Re-establish the LOVE of READING culture in school, where everyone is involved.

Priority 3: Quality of Education – Mathematics (White Rose Implementation)

- Implement White Rose Maths programme across all year groups
- Replace Maths No Problem scheme
- Deliver staff training on White Rose pedagogy
- Embed consistent teaching approaches (CPA, reasoning, modelling)
- Monitor, evaluate and refine implementation termly



PRIORITY 1: Catholic Life, RE and Personal Development

SEF Judgements: Leadership & Management / Personal Development / Quality of Education

CSI Link: Catholic Life & Mission

Action	Success Criteria	Lead	Autumn	Spring	Summer	Monitoring	CPD Impact	Budget/Resources	RAG / Review
Roll out new RE Scheme	High-quality RE teaching; clear progression	RE Leads	Staff training; full rollout	Book scrutiny; coaching	Evaluate and embed	Lesson observations, pupil voice	Staff confidence improves = stronger pupil understanding	Scheme purchase + CPD	
Embed Prayer & Liturgy	Consistent, high-quality worship	HT / RE Leads	CPD and modelling	Pupil-led liturgy introduced	Fully embedded	Learning walks, pupil voice	Staff confidence = deeper pupil spiritual engagement	Worship resources	
Review Mission Statement	Shared Catholic vision	HT / Governors	Stakeholder consultation	Draft with Archdiocese	Launch statement	Surveys, governor feedback	Clear ethos consistent practice across school	Consultation time	
Develop RSE within RE	Fully compliant, embedded curriculum	PSHE Lead	Audit and design	Staff training; pilot	Full implementation	Planning scrutiny	Staff confidence = improved delivery and pupil understanding	Curriculum resources	

PRIORITY 2: Quality of Education – Reading

SEF Judgement: Quality of Education

CSI Link: Curriculum Provision

Action	Success Criteria	Lead	Autumn	Spring	Summer	Monitoring	CPD Impact	Budget/Resources	RAG / Review
Audit reading provision	Clear baseline across school	English Lead	Full audit	Adjust provision	Evaluate impact	Reading data, pupil voice	Staff clarity → improved provision	Time allocation	
Introduce physical books	Increased engagement and reading for pleasure	SLT	Purchase books	Monitor usage	Evaluate	Pupil voice, book looks	Staff use texts effectively → improved outcomes	PTA + school funding	
Develop home reading	Increased reading at home	English Lead	Launch strategy	Track engagement	Review impact	Reading logs, parent feedback	Consistency → improved reading habits	Reading materials	
Redesign library (PTA)	High-quality reading environment	HT / PTA	Plan + fundraising	Install redesign	Evaluate usage	Library tracking, pupil voice	Staff use space effectively → enhanced reading culture	PTA funding, furniture, books	
Re-establish LOVE of READING culture across school	Reading for pleasure embedded; pupils, staff and families actively engaged; increased reading stamina and enjoyment	English Leads / HT	Audit current provision; relaunch reading vision; staff CPD; promote daily class reading; refresh reading environments	Introduce reading events (author visits, World Book Day, parent pop-ins); pupil reading ambassadors; targeted support groups	Evaluate impact; embed routines; celebrate reading culture (rewards, showcases)	Reading audits, pupil voice, Journal scrutiny, monitoring of reading engagement	Increased staff confidence and enthusiasm leads to improved pupil engagement and attainment in reading	Books, library/reading area development, author visits, CPD costs	

PRIORITY 3: Q of E – Maths (White Rose Implementation)

SEF Judgement: Quality of Education

CSI Link: Curriculum Provision

Action	Success Criteria	Lead	Autumn	Spring	Summer	Monitoring	CPD Impact	Budget/Resources	RAG / Review
Implement White Rose Maths as core curriculum (replace Maths No Problem)	Ambitious, coherently sequenced curriculum consistently delivered across school	Maths Lead	Purchase scheme; staff training; begin rollout	Monitoring and coaching	Fully embedded and evaluated	Lesson observations, planning scrutiny	Staff clarity → improved consistency in teaching	Scheme purchase, CPD	
Map progression and coverage across all year groups	Clear progression with no gaps in knowledge or skills	Maths Lead	Complete curriculum mapping	Refine planning	Embed progression	Planning scrutiny	Improved teacher subject knowledge → stronger delivery	Time allocation	
Deliver staff training on White Rose pedagogy (small steps, CPA, reasoning)	Teachers demonstrate secure subject and pedagogical knowledge	Maths Lead / SLT	Initial training	Follow-up CPD	Evaluate impact	CPD feedback, observations	Increased confidence → improved pupil understanding	CPD time/resources	
Establish maths non-negotiables (modelling, vocabulary, CPA)	Consistent classroom practice across school	SLT	Agree expectations	Embed through coaching	Fully consistent practice	Learning walks, pupil voice	Clear expectations → improved teaching quality	Staff meeting time	
Monitor implementation (lessons, books, pupil voice)	Teaching is consistently effective; pupils articulate learning clearly	SLT	Baseline monitoring	Ongoing monitoring	Final review	Monitoring cycle records	Targeted support → improved consistency	Leadership time	

GOVERNOR MONITORING & ACCOUNTABILITY

Priority	Lead Governor	Monitoring Activity	Frequency
Catholic Life & RE	Named RE Governor	Learning walks, pupil voice, worship review	Termly
Reading	Named English Governor	Data review, reading monitoring, pupil voice, Headteacher and Subject Leader Reports to FGB	Termly
Maths	Named Maths Lead	Data review, maths monitoring, pupil voice, Headteacher and Subject Leader Reports to FGB	Termly

MONITORING IMPLEMENTATION AND IMPACT

Impact will be evaluated through:

- Lesson observations and learning walks
- Book scrutiny across subjects
- Pupil voice interviews
- Staff CPD evaluations
- Termly data analysis
- Governor monitoring visits
- SIP Visits



ATTENDANCE TARGETS 2026–2027

Group	Target	Autumn	Spring	Summer
Whole School	96%+			
Persistent Absence	<8%			



PUPIL OUTCOME TARGETS

Phase	Subject	Current	Autumn	Spring	Summer
KS1	Reading	67%			
KS1	Writing	57%			
KS1	Maths	67%			
KS2	Reading	78%			
KS2	Writing	74%			
KS2	Maths	78%			

LEADERSHIP AND MANAGEMENT IMPACT

- Strong Catholic ethos embedded across school life
- High-quality teaching and curriculum development in Reading and Maths
- Effective use of resources to support improvement priorities
- Strong collaboration between staff, governors and stakeholders