

The Blessed Sacrament Catholic Primary School



School Development Plan 2025-26

SAFEGUARDING		The school has clear safeguarding procedures that are well understood and contribute positively to keeping children safe. The school works within the framework of the MAT in terms of recording and reporting safeguarding concerns.	
1.1	All safeguarding recommendations from the Local Authority Audit are acted upon	School	Started Summer term 24/15 Revisit booked for Spring term 25/26
1.2	Codify systems and the language used in recording safeguarding concerns across the trust	Academy	Investigated options from other trusts – working with Vicky Wallace (LCC)
1.3	Build a common supervision approach for DSLs with both internal and external staff	Academy	Learning Community to complete fact-finding exercise
1.4	Develop a 'Peer Review' model to reduce or remove vulnerability and loneliness	Academy	DSL drop in sessions commenced – get feedback from Learning Community
1.5	Create teams of DSLs to share best practice / provide advice and support	Academy	
1.6	Develop standardised reporting through LGB to Directors	Academy	Options explored by Steering Committee – trial this term

INCLUSION		The school has clear and consistent procedures to support all children who have a barrier to learning so that all can access a fully inclusive curriculum. The school works within the framework of the MAT to identify needs and implement strategies to overcome barriers and challenges.	
2.1	Develop a SEND and inclusion training and professional development programme to raise awareness and upskill staff in areas of need	Academy	Training plan in place across the academic year
2.2	Codify systems and the language used in SEN identification, assessment and reporting procedures across the academy trust	Academy	Meeting booked for November 2025
2.3	Develop inclusive culture and adaptive pedagogy to meet the needs of learners across the Academy Trust	Academy	Meeting booked for November 2025
2.4	Develop understanding of the Inclusion strand of the new OFSTED framework to ensure compliance and reduce vulnerabilities	Academy	Meeting booked for November 2025
2.5	Provide training for TAs to ensure the needs of all children are met and TAs develop a 'tool kit' of strategies	School	
2.6	Develop the use of quantitative and qualitative data to measure impact and influence decision making in school	School	
2.7	Adaptations to curriculum and teaching mean that children's needs are effectively met within an inclusive classroom environment	School	

CURRICULUM AND TEACHING		There is a focus on the acquisition of basic skills in reading, writing and mathematics. The profile of Maths is high and children learn through a revised mastery approach. The school has a bespoke curriculum for R.E. that reflects the R.E.D	
3.1	The T&L Policy is embedded and reflects research-based practice	School	Reintroduced – needs to be embedded
3.2	The acquisition of basic skills is a priority in Reading, Writing and Mathematics	School / HT Appraisal	New initiatives introduced
3.3	The RE Curriculum reflects the RED.	School	Timeline established
3.4	Teachers use assessment well to meet the needs of pupils.	School	Further training on Knowledge Check approach

ACHIEVEMENT		Children achieve well from their starting points, the gap between school and national data is reducing.	
4.1	Pupils achieve well – evidenced in results of national tests.	School / HT Appraisal	Intensive support in place
4.2	The new phonics scheme is well embedded and has a positive impact on attainment	School	Training completed – introduced throughout school

ATTENDANCE AND BEHAVIOUR		Pupils demonstrating challenges with behaviour or attendance are identified early and supported through personalised interventions that promote positive attitudes and sustained engagement with learning	
5.1	Embed attendance tracking systems and ensure timely follow-up	School	Established – need to involve new staff
5.2	Staff are trained on trauma-informed and restorative approaches	School	Not started
5.3	Develop individualized support programs for pupils with identified needs relating to behaviour / attendance	School	Built into the approach of the new Pupil Support Team
5.4	Increase parental engagement through regular communication and support	School	Started with ‘stay and play’ sessions for Early Years
5.5	Behaviour Policy is well understood and consistently applied	School	Written and shared with all staff – needs to be revisited

PERSONAL DEVELOPMENT AND WELL BEING		The school provides high-quality pastoral support. There is an effective self-evaluation schedule in place for re	
6.1	All stakeholders have a role in the evaluation of all aspects of RE / Catholic Life	School	Schedule built into school calendar
6.2	The new pastoral support structure has a positive impact on children	School	Direct work has started
6.3	There is a progression in skills to enable pupil leadership of prayer and liturgy	School	Taken from 'To Love You More Dearly'

LEADERSHIP AND GOVERNANCE		The new SLT structure drives school improvement, strengthens strategic leadership and enhances staff development and pupil outcomes. Leaders take account of the main pressures on staff. Safeguarding practices are highly effective.	
7.1	Induction and ongoing leadership development is provided for relevant members of staff	School	Induction training booked Regular meeting schedule established
7.2	Regular review cycles assess the impact of leadership structure and define roles	School	Built into the school calendar
7.3	Middle leadership is strengthened through mentoring and collaboration with SLT	School	Initial meetings held with middle leaders
7.4	All Safeguarding recommendations are acted upon	School	Started Summer term 24/15 Revisit booked for Spring term 25/26
7.5	Wellbeing and workload are managed in a realistic and constructive way	School	Review of Marking and Feedback policy

EARLY YEARS		Children benefit from a nurturing, stimulating environment that promotes curiosity, independence and a love of learning. Skilled staff use assessment to plan activities that support progress across all areas. Children make good progress and are prepared for year 1.	
8.1	The curriculum is coherently planned and sequenced	School	Meetings held between Early Years Lead / Curriculum Lead – PRIORITY FOR AUTUMN
8.2	Indoor and outdoor environments are well-organised, stimulating and support all areas of learning.	School	Developed over the summer
8.3	Staff demonstrate consistency and enthusiasm in delivering and assessing the EYFS curriculum	School	Training / mentoring
8.4	Children are engaged, independent and make good progress from their starting points.	School	Children have settled very well. Baseline completed