



St Mary's C.E. Primary School  
School Improvement Plan 2026-27

**Love Learning. Love Each Other.**

## Key Priorities for 2026-27

1. Implement a consistent approach to the classroom environment and teaching and learning across all subjects to ensure pupils achieve the highest possible standards.
2. Enable subject leaders to have a thorough understanding of strengths and areas for development so that they can take action to ensure pupils achieve the highest possible standards.
3. Ensure St Mary's Christian vision shapes and drives forward our developments as a church school.
4. Extend our inclusion offer for vulnerable pupils at St Mary's by enhancing our PPG, SEND and well-being offer.

## Monitoring School Improvement Plan 2026/27

[illegible]

## Quality of Education

**1** Implement a consistent approach to the classroom environment and teaching and learning across all subjects to ensure pupils achieve the highest possible standards.

**DESIRED IMPACT:** The school will have established a clear, shared vision for teaching and learning consistency aligned with its Christian ethos and values. Staff will consistently adopt the agreed frameworks and standards, leading to greater uniformity in lesson delivery, classroom environment, and pupil support. Professional development and assessment improvements will enhance teacher confidence, pupil engagement and improve pupil outcomes consistently across all classes.

|     | Key Objectives                                                                              | Strategies How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Responsibility                      | Monitoring / Evaluating How?                                                                                                                                                                                                                                                                               | Success Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Resources / Costing                                                                              |
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| 1.1 | To define what consistently strong inclusive Teaching and Learning looks like at St Mary's. | <p>Develop and publish a whole school Teaching &amp; Learning Framework detailing non-negotiables for lesson structure, environment, behaviour, and feedback in core and foundation subjects. (Sept 26)</p> <p>Create subject-specific "What Great Looks Like at St Mary's" guidance documents with subject coordinators. (Sept 26)</p> <p>Establish agreed assessment for learning (AfL) strategies for use by all teachers.</p> <p>Standardise use of high-quality curriculum resources and planning formats across subjects. Curriculum resource audit to ensure consistency.</p> <p>Provide training on quality interactions, oracy and support for vulnerable learners.</p> | JP/KJ/DH/SH<br>Subject Coordinators | <p>DH/JP will join (QEP) on monitoring visits.</p> <p>KJ/Inclusive practice visits from LA SEND team.</p> <p>SH/LC will join EYFS monitoring visits.</p> <p>Curriculum Meeting notes</p> <p>School Improvement Monitoring Calendar for Subject Leadership monitoring.</p> <p>Coaching model monitoring</p> | <p>Teaching &amp; Learning Framework and subject-specific guidance published and understood by all staff.</p> <p>By July, 90% of lessons observed meet St Mary's T&amp;L Framework expectations.</p> <p>All teachers use AfL strategies in every lesson (learning walks evidence).</p> <p>90% of lessons judged strong expected/expected</p> <p>71 % of pupils meeting age-related expectations</p> <p>Reduction in behaviour incidents</p> <p>Improved attendance for vulnerable groups</p> | <p>CPD/Staff Meeting Time</p> <p>Coaching time</p> <p>SLT/Subject Leader Time for monitoring</p> |

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|            |                                                                                              | Implement a staff confidence measures (survey baseline → end-of-year comparison).                                                                                                                                |                                 |                                                                                                                                           | Evidence from pupil voice<br><br>Teaching and Learning will be inclusive and consistently strong across the school.<br><br>Assessment for learning strategies consistently used to check pupil understanding. |                                                                                         |
| <b>1.2</b> | To define what a consistently strong inclusive learning environment looks like at St Mary's. | Define, agree and implement whole school learning environment standards, including displays, working walls, SEND scaffolds, and Christian vision/Reflective Areas.                                               | SLT                             | DH/JP will join (QEP) on monitoring visits.<br>KJ/Inclusive practice visits from LA SEND team.<br>SH/LC will join EYFS monitoring visits. | Learning environment standards visibly implemented consistently in all classrooms to support inclusion.                                                                                                       | CPD/Staff Meeting Time<br>Coaching time<br>SLT/Subject Leader Time for monitoring       |
| <b>1.3</b> | To monitor teaching and learning                                                             | SLT monitor/subject co-coordinators to monitor consistent approaches to Teaching and Learning, classroom environment.<br>Provide an agreed focus for school focused learning walk schedule with agreed criteria. | DH/Curriculum Lead<br>All staff | DH/JP will join (QEP) on monitoring visits.<br>KJ/Inclusive practice visits from LA SEND team.<br>SH/LC will join EYFS monitoring visits. | SLT/Subject Coordinators confidently monitor and drive improvement.<br>Learning walks conducted regularly with feedback used constructively.                                                                  | SLT/Subject Leader Time for monitoring<br>Staff Meeting Time for feedback               |
| <b>1.4</b> | To refine instructional strategies.                                                          | Provide initial targeted professional development on instructional strategies (modelling, scaffolding, retrieval, vocabulary). Develop a coaching model to ensure it is implemented consistently.                | DH/Curriculum Lead<br>All staff | CPD training sessions<br>Coaching sessions                                                                                                | Staff consistently demonstrate improved confidence in instructional practises.                                                                                                                                | CPD/Staff Meeting Time<br>Coaching time<br>SLT/Subject Leader Time for monitoring       |
| <b>1.5</b> | Implement new assessment system.                                                             | Begin CPD sessions for teachers on the arbor assessment systems.<br>Teachers to have CPD training on inputting data.<br>Subject leads to have CPD training on looking at patterns and trend in data.             | DH<br>All staff                 | CPD training sessions<br>Data analysis of skills and knowledge,<br>Subject Lead reports                                                   | Teachers understand the assessment monitoring system and can input data.<br>Subject Leaders report on skill progression.                                                                                      | Staff Meeting time<br>Subject leadership time to monitor the implementation and impact. |

## Leadership and Management

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| 2                                                                                                                                                                                                                                                                                                           | Enable subject leaders to have a thorough understanding of strengths and areas for development so that they can take action to ensure pupils achieve the highest possible standards. |                                                                                                                                                                                                                                                                   |                                         |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                |                                                                      |
| DESIRED IMPACT: In the first year, all Subject Leaders will gain a clear understanding of their roles and responsibilities and through this will effectively monitor the curriculum in order to identify actions that will enable increased pupil engagement, setting a foundation for further improvement. |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                   |                                         |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                |                                                                      |
|                                                                                                                                                                                                                                                                                                             | Key Objectives                                                                                                                                                                       | Strategies How?                                                                                                                                                                                                                                                   | Responsibility                          | Monitoring / Evaluating How?                                                                                                                                                                                                                                     | Success Criteria                                                                                                                                                                                                               | Resources / Costing                                                  |
| 2.1                                                                                                                                                                                                                                                                                                         | To support Subject Coordinators on effective monitoring of their subject.                                                                                                            | Curriculum Lead to provide CPD and coaching to support subject leads in effective monitoring of their subject. Subject Co-coordinators attend training on effective monitoring. Implement a subject leader competency framework (beginner → developing → secure). | Curriculum Lead                         | CPD, Staff Meeting minutes/training materials. Targeted coaching support notes and feedback. Learning Walks/Monitoring of books and planning.                                                                                                                    | Subject Leaders demonstrate understanding of their subject and monitoring processes.<br><br>All Subject Coordinator complete two full monitoring cycles by July.<br><br>Subject Coordinator present termly reports to SLT/IEB. | Staff Meeting Time<br>Subject Leader Time                            |
| 2.2                                                                                                                                                                                                                                                                                                         | To develop a framework for Subject Coordinators to assess knowledge and skills.                                                                                                      | Clear monitoring calendar set up for monitoring subjects. Templates and key questions developed for staff to use to support them in monitoring their subject, Subject Coordinators develop a portfolio to evidence monitoring of their subject.                   | Curriculum Lead<br>Subject Coordinators | CPD, Staff Meeting minutes/training materials. Targeted coaching support. Subject monitoring templates and support. School Improvement Monitoring Calendar for subject leadership. Subject Coordinator evidence portfolios (books, planning, pupil voice, data). | All teachers have a planned monitoring cycle to follow for monitoring their subject monitoring.                                                                                                                                | Staff Meeting Time<br>Subject Leader Time                            |
| 2.3                                                                                                                                                                                                                                                                                                         | To implement regular meeting time for Subject coordinators to share best practice and support school improvement.                                                                    | Targeted coaching support to discuss findings and share best practices. QEP Visits<br>Dedicated staff meeting time to support school improvement. Subject Coordinators to have CPD training on looking at patterns and trend in data.                             | DH/Curriculum Lead<br>All Staff         | DH/JP will join (QEP) on monitoring visits. DH/SH will join MDBE monitoring visits. SH/LC will join EYFS monitoring visits. Curriculum Meeting notes<br>School Improvement Monitoring Calendar for                                                               | All subject leads to have professional discussions on the development of their subject. Initial data shows an increase in pupil engagement and interest in subjects.                                                           | LA funds the QEP visit.<br>Staff Meeting Time<br>Subject Leader Time |

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|  |  |  |  | Subject Leadership monitoring. | Regular meetings are documented with actionable outcomes. |  |
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## Quality of Education & Leadership and Management

### 3 Ensure St Mary's Christian vision shapes provision and drives forward our developments as a church school.

**DESIRED IMPACT:** This year will see the implementation of a structured plan to enhance Collective Worship, with a focus on creating a spiritually enriching environment. The quality of RE teaching will improve, providing pupils with a consistent and broader understanding of diverse faiths, challenging their thinking on a deeper level to make connections. The enrichment programme will engage pupils, fostering their spiritual growth across all areas of the curriculum. Strong partnerships with local clergy will continue to enhance the spiritual life of the school community. Stakeholders will be able to make accurate self-evaluations against the SIAMS framework and enhance good practise and lead improvement.

|     | Key Objectives                   | Strategies How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Responsibility | Monitoring / Evaluating                                                                                                                                         | Success Criteria                                                                                                                                                                                                                                                                                                          | Resources / Costing                |
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| 3.1 | To enrich our spirituality offer | Begin implementing the enrichment programme for spirituality.<br>Develop St Mary's Spirituality so that it is explicitly woven through the whole curriculum. Introduce the mirror, windows and doors to reflect the ways we consider our spiritual development.                                                                                                                                                                                                                          | DH/SH/JP       | Stakeholder voice.<br>Learning Walks/School Monitoring<br>Calendar/Staff Meeting<br>CPD/ Review of enrichment programme for spirituality across the curriculum. | All stakeholders explicitly know how spirituality is woven through St Marys to enrich our Christian vision. Stakeholder voice shows 90% of pupils can articulate spirituality through 'windows, mirrors, doors'.                                                                                                          | Staff meetings<br>SLT release time |
| 3.2 | To embed the RE curriculum.      | Integrate the RE curriculum consistently across teaching practices to enhance RE teaching and provision of world faiths so that it is progressive and builds on knowledge and skills. Thinking is stretched and challenged at a deeper level for all children so they are engaging with all three elements ( Making sense of beliefs, Understanding the impact, Making connections)<br>MTP are implemented consistently to match skills and knowledge taking account of prior knowledge. | SH             | Learning Walks/School Monitoring<br>Calendar/Staff Meeting<br>CPD/ Review of MTP.<br>Analyse Data                                                               | RE syllabus is integrated into lesson plans consistently to build on prior knowledge, deepening thinking, challenging all learners to make connections at a deeper level.<br>Data show progress and greater understanding over time across all faiths/non faith views.<br>RE book scrutiny shows progression in all three | Staff meetings<br>SLT release time |

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|     |                                                               | Implement consistent assessment approaches for RE.<br>Review and update the RE Policy to be in line with current practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |                                                                                  | elements (making sense, impact, connections).<br>75 % of pupils achieving ARE in RE<br>SIAMS self-evaluation shows improved evidence in Strand 2 |                                                                                                                         |
| 3.3 | To continue to monitor and evaluate RE and collective worship | Develop consistent monitoring systems for RE and Worship linked to SIAMS to support future self-evaluations. (Sept 26)<br>SLT/IEB to support with the evaluation of current RE/collective worship. (Autumn Term)<br>Refine the SEF against the SIAMS framework take account of focused training and support, monitoring and evaluations. (Autumn Term)<br>Request support from Manchester Diocese for new RE/collective worship Lead.                                                                                                                                                                                                                                  | SLT/SH | Report on the evaluation of RE/ collective worship<br>From MDBE<br>SEF for SIAMS | Clear evaluation of RE/worship based on SIAMS framework.<br>Review Data.                                                                         | MDBE - TBC<br><br>Release time for SLT/Staff                                                                            |
| 3.4 | To embed our enhanced St Mary's collective worship offer      | Foster greater participation of pupils in Collective Worship planning. Using a bespoke version of 'Ripple'. Enhance and embed our 'Wiggle Worship' offer for our EYFS pupils and their families. Introduce the mirror, windows and doors to reflect the ways we consider our spiritual development as part of how we view our collective worship offer. Continue to work with different stakeholders to ensure there is a wide range of worship opportunities for all and make links with St Mary's Parish. Review and update the collective worship Policy to be in line with current practice.<br>Enhance pupil leadership roles in worship (e.g., Young Disciples). | DH/SH  | Collective worship policy                                                        | Collective Worship is enhanced and relevant for the children at St Mary's.                                                                       | SLT release time<br><br>MDBE – Jo Haslem to support with Wiggle Worship.<br><br>MDBE – LM to review our Ripple worship. |

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| 3.5 | To maintain strong partnerships with local clergy.                                | Work with Rev'd David and existing clergy to further develop links with the church through Wiggle Celebrations and adapting the Church link services. Building further opportunities to work together to enhance collective worship opportunities.<br>Invite clergy into school to support the evaluation of RE/worship with MDBE.                                                           | SLT/SH/Clergy Team | CW overview<br>Review of CW offer<br>Monitoring Calendar                                                   | Positive relationships with new clergy and established to strengthen Christian. | Rev'd David to monitor CW with SLT.<br>IEB members invited to join CW. |
| 3.6 | To provide CPD for SLT so they have a strong understanding of the SIAMS framework | Invest in CPD linked to RE/collective worship to enhance St Mary's offer and support the understanding of the SIAMS framework<br>Support new RE/CW Lead.<br>Complete/begin the Diocese Certificate of Leadership for RE Leaders.<br>SLT refine Self-evaluate against the SIAMS framework.<br>Create a SIAMS readiness timeline (policy updates, SEF refinement, evidence gathering). Sept 26 | SLT                | CPD Training<br>Self-Evaluation<br>Reflections and impact from training for MDBE certificate.<br>Framework | Understand and refine evaluate against the SIAMS framework.                     | £300<br>SLT Leadership Time                                            |

## Quality of Education & Leadership and Management

### 4 Extend our inclusion offer for vulnerable pupils at St Mary's by enhancing our PPG, SEND and well-being offer

**DESIRED IMPACT:** By the end of this year, the school will have successfully carried out a thorough review and analysis will provide a clear baseline of the school's inclusion strengths and development needs using the OAIP. Staff will continue to build their knowledge and skills with high-quality training, quality first teaching and targeted support interventions will be identified and initiated to support all vulnerable groups. Early improvements in pupil engagement, well-being, and reduced barriers will be evident.

|  | Key Objectives | Strategies<br>How? | Responsibility | Monitoring / Evaluating | Success Criteria | Resources /<br>Costing |
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| 4.1 | To identify strengths and areas for development regarding inclusion. | <p>Conduct a comprehensive review of the current inclusion offer against the latest OFSTED inclusion framework and audit current practice against the OAIP framework to identify strengths and gaps.</p> <p>Create a <b>baseline measures</b> (PPG attainment, SEND progress, attendance, behaviour)</p> <p>Ensuring OAIP implementation is broken into phases based on audit and feedback from LA.</p>                                                                                                           | DH/JP/KJ<br>All Staff | Self-Evaluation against the statements in the two framework.<br>Identified actions                                              | Clear understanding of current strengths and gaps to inform our inclusion offer and support our strategy. | SLT time<br>SENDCO time to implement the strategy.<br>Staff Meeting Time |
| 4.2 | To target the needs and barriers of key vulnerable groups            | <p>Analyse needs and barriers for vulnerable, disadvantaged pupils, post-adoptive pupils, and pupils with SEND. Identify targeted support interventions tailored to pupil needs.</p> <p>Ensure all staff are aware of and are able to identify vulnerable groups.</p> <p>Provide staff training on the use of OAIP principles and how this can address need and barriers for vulnerable groups.</p> <p>Strengthen collaboration between teachers and SENDCO to ensure consistent use of inclusive strategies.</p> | KJ/All Staff          | <p>Vulnerable groups identified, targeted and monitored.</p> <p>Targeted training<br/>Pupil Progress Meeting<br/>PPG Report</p> | To know and monitor the needs and barriers of key vulnerable groups.                                      | SLT/SEND Time                                                            |
| 4.3 | To write the Inclusion strategy based on identified needs.           | Write the Inclusion strategy using the new DFE guidance, ensuring evidence-based approaches are implemented.                                                                                                                                                                                                                                                                                                                                                                                                      | KJ                    | Inclusion Strategy Reviewed and shared with IEB/SLT.                                                                            | To improve outcomes for vulnerable pupils by addressing barriers.                                         | SLT/SEND Time                                                            |
| 4.4 | To write the pupil premium strategy based on identified needs.       | Review and update the pupil premium strategy using the new EEF guide, ensuring evidence-based approaches.                                                                                                                                                                                                                                                                                                                                                                                                         | DH                    | Pupil Premium Strategy Reviewed and shared with IEB/SLT.                                                                        | To improve outcomes for PPG pupils by addressing barriers.                                                | Leadership Time                                                          |

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| 4.5 | To track progress and impact of all vulnerable groups.                                           | Set up monitoring systems to track progress and impact of interventions for vulnerable groups. Monitor groups as part of monitoring calendar and pupil progress meetings and SLT/IEB. Identify early signs of improved pupil engagement and well-being.                                                                                                                                                                                                                                                                                                                                                                                                      | DH/SLT              | Assessment tracking/data<br>Pupil Progress<br>PPG Report<br>Inclusion Report<br>SEND meetings                            | Monitoring systems established and functioning.<br>Expected improvements<br>e.g., PPG gap reduced by ..%<br>by July | SLT/SEND Time                            |
| 4.6 | To develop inclusive learning environments that support our most vulnerable learners to achieve. | Develop a whole-school OAIP implementation plan, including expectations for classroom practice, environment, and SEND adaptations.<br><br>Provide staff training on OAIP principles, including universal strategies, scaffolding, and graduated response.                                                                                                                                                                                                                                                                                                                                                                                                    | KJ/DH<br>All staff  | Monitoring/Learning<br>Walks/Pupil Voice                                                                                 | To have a consistent learning environment that enables all vulnerable learners to access our curriculum offer.      | SLT/SEND Time<br>TA/Staff meeting times. |
| 4.7 | To match support to needs identified for maximum impact.                                         | Use the initial high-quality training that staff has and the specialist training and inclusive practices, trauma-informed approaches, and mental health awareness to support our offer for our vulnerable groups.<br>Create a TA deployment strategy with measurable outcomes.<br>Develop the use of additional adults (TAs) to support quality interactions to improve outcomes for all vulnerable learners.<br>Provide training for TAs on quality interactions/support to improve outcomes for all vulnerable learners.<br>Embed a graduated response monitoring (termly SEND reviews).<br>Well-being measures (pupil voice, behaviour logs, attendance). | DH/SLT<br>All Staff | PPG/SEND/Inclusion<br>Review Meetings linked to pupil progress<br>Monitoring Teaching and Learning/quality interactions. | To improve outcomes and narrow the gap for vulnerable groups so that we provide the very best inclusive offer.      | SLT/SEND Time<br>TA/Staff meeting times. |