



School Development Plan 2025/2026

1. Maintain high standards across the three strands of RE, ensuring next steps from the CSI Report are acted on

- Improve the quality and consistency of teacher feedback to accelerate learning.
- Develop a retreat programme that provides opportunities for the spiritual and moral development of older pupils.
- Train pupils to evaluate prayer and liturgy so that they are able to identify how their leadership in this area can be enhanced.
- Embed the new RED curriculum and ensure that comprehensive planning is saved on the OneDrive for each year group.

2. Strengthen the quality of education through consistency and depth

- Further embed oracy, reading and vocabulary development across the curriculum to enable pupils to become confident speakers and fluent readers.
- Raise attainment in Key Stage 2 reading, writing, and GPS to bring outcomes closer to borough averages (currently in Quartile 4), while maintaining strong greater depth performance.
- Improve the percentage of pupils achieving the expected standard in combined Reading, Writing and Maths (RWM) at Key Stage 2 to move out of Quartile 4 (currently at 68%, below Hackney average of 76%).
- Strengthen Year 2 phonics outcomes (currently 33%) by ensuring targeted support for pupils who do not meet the threshold in Year 1.
- Continue to support early language development, particularly in Communication and Language and PSED in EYFS (both in Quartile 3), to ensure strong foundations for future learning.

3. Further develop pupils' personal development and character formation

- Embed structured opportunities for leadership, service, and reflection through initiatives such as Caritas Ambassadors, Young Voices, Head and Deputy Pupils, Chaplaincy Team, School Council.
- Make full use of improved outdoor spaces - including the new classroom and green screen - to support wellbeing, reflection, and personal development.
- Continue to offer a range of staff-led lunchtime clubs, ensuring that all pupils have access to enrichment and/or additional tuition, particularly those who may not access opportunities outside of school.

4. Strengthen leadership capacity and accountability at all levels

- Build the capacity of middle and senior leaders to monitor, evaluate, and lead improvement independently.



- Ensure effective succession planning and access to professional development pathways across the leadership team.
- Align performance management expectations and professional conduct with the Nolan Principles and the school's values.

5. Enhance behaviour, routines, and relationships to maintain a calm, purposeful culture

- Ensure consistent application of agreed behaviour routines and expectations across all classes.
- Embed trauma-informed, relational behaviour strategies - including restorative approaches - with support from Marie Gentles.
- Strengthen relationships and communication with parents and carers to promote a shared understanding of behaviour expectations and support strategies at home.