

# 2025/26

## School Maintenance Plan & School Development Plan

St Eugene's Catholic Primary School, Camden

Our Lady's Catholic Primary School, Camden

St Joseph's Catholic Primary School, Camden

**St Patrick's Catholic Primary School, Camden**

Autumn Term 2025 to end of Summer Term 2026 **updated 24.09.25 by Moya**

**We are ambitious for our pupils and aim for excellence.**

**In addition we aim to meet the Ofsted Outstanding criteria as much as possible in the following areas:**

**Quality of Education** (including curriculum, quality of teaching, attainment, progress and preparation for the next stage of their education)- Please see our end of year target setting document for information about expected pupil achievement at the end of the 2023/24 academic year

**Behaviour and attitudes** (including learners behaviour and conduct, positive attitudes to learning, respectful relationships, feeling safe including from bullying and discrimination, attendance and punctuality)-Please see our SEF and the information below for more details

**Personal development** (including developing interests and talents, resilience, confidence, independence, physical and mental health, preparation for life in modern Britain, equality and fundamental British Values) -Please see our SEF and the information below for more details

**Leadership and management** (including clear and ambitious vision, providing high quality staff training, engagement with all stakeholders, protecting staff from bullying and harassment, effective governance, effective safeguarding)-Please see our SEF and the information below for more details

**Our Partnership School Improvement Plan 2025/26 has been informed by our Vision Statement:**

Our school offers a distinctly Christian education in an inclusive environment, welcoming children and staff of all faiths and none. As a community, we have identified **nine core values that stem from our vision and** are woven in to the very fabric of the school. We expect all members of the school community-pupils, staff, governors, clergy- to model these. These are also closely linked to the **four foundations** of our **curriculum design**.

1. Educating for Wisdom, Knowledge and Skills (value link-excellence)
2. Educating for Hope and Aspiration (value link- determination and inspiration)
3. Educating for Community and Living Well Together (value link- compassion, integrity, friendship)
4. Educating for Dignity and Respect (value link- honesty, integrity, respect)

**Determination** This means resolution, resolve, willpower. **“Stand firm, and you will win life.” (Luke 21:19)**

**Respect** This means regard highly, value, honour. **“And as you wish that others would do to you, do so to them.” (Luke 6:31)**

**Friendship** This means mutual trust and support. **“Dear children, let us not love with words or speech but with actions and in truth. (1 John 3:18)**

**Inspiration** This means the process of being given passion and/or ideas for a task **“I can do all things through him who strengthens me.”**  
([Philippians 4:13](#))

**Excellence** This means being outstanding or extremely good **“Whatever you do, work at it with all your heart as working for the Lord.”**  
(Colossians 3:23-24)

**Community** This connects us with each other. **“We who are many, are one body in Christ.”**(Romans 12:5)

**Compassion** This means having a deep awareness and sympathy for another's suffering. **“When Jesus went ashore, He saw a large crowd and He felt compassion for them because they were like sheep without a shepherd; and he began to teach them many things.”** (Mark 6:34)

**Honesty** This means truthfulness, loyalty, fairness, sincerity. **“The Lord detests lying lips, but he delights in people who are trustworthy.”**  
(Proverbs 12:2)

**Integrity** This means having strong moral principles e.g. honesty, decency, fairness, equality; having pure and balanced moral character. **“Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.”** (Philippians 4:8)

The distinctive nature of our approach to education can be found in our explicit Christian values, our Collective Worship, our grounded Christian ethos and in our Religious Education.

We believe **every** child is made in the image of God, and therefore we want the best for them. We value our school community as a place where love can flourish.

Our vision and values are at the core of everything we do. In order for us to think about and understand how Jesus lived his life, we underpin our teaching and learning with the stories and parables from the Bible. We also provide an environment which fully prepares the children to be confident, compassionate, honest and happy human beings so that they can:

**Go, shine in the world and live as Jesus lived.**

**Our School motto is based upon Matthew 5:14-16**

## School Maintenance Plan

### Professional Development Meetings to support the maintenance of the current quality of education offered to pupils

- How should I use our school Behaviour Policy to get the most effective outcome for pupils?
- How should I teach early reading and phonics in order to get the most effective outcome for pupils?
- What must I know about First Aid?+ school nurse session on asthma and anaphylaxis
- How should class teachers and support staff enable SEND pupils to access the curriculum? (including use of information strips)
- How should I teach writing in order to get the most effective outcomes for pupils?
- How should I teach maths to get the most effective outcomes for pupils?
- How should I use curriculum enrichment weeks to get the most effective outcomes for pupils?
- What does a successful Academic Review Day look like ?
- What does a successful (disco, sports day, BBQ Christmas events) look like?
- How should I teach RHSE to get the most effective outcomes for pupils?
- What do high quality pupil outcomes (in books) look like? ( 3x work scrutiny with all staff)
- What does high quality assessment and report writing look like?
- What does a high quality end of year handover look like? (including SEN handover)
- Gathering the views of staff ( questionnaire/post its etc)
- The bottom 20% of readers make the necessary progress in reading during this academic year, meeting their challenging targets
- Pupils' fluency in maths calculation supports problem-solving
- Reading fluency in KS2 aids comprehension
- Effective Marking and feedback
- Responding PDMs

## School Development Plan

<b>Outcome 1</b> <b>The implementation of the updated Religious Education Directory is of high quality</b>			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
<p><b>July</b>          Identify as many teachers as possible for training with the diocese to attend RED Planning Workshop Branch 1 &amp; 2.          RE Project Group to write planning for Branch 1 and 2</p> <p><b>Sep</b>          1 X PDM to the whole school to introduce the planning for Branch 1 Creation and Covenant and Branch 2 Prophecy and Promise and assessment system statements          Identify teachers for 'Catch-Up Sessions' for EYFS, Year 1, and Year 2</p> <p><b>Autumn Term</b>          HOS and RE lead to conduct lesson visits, book looks and talk to pupils          1 X Responding PDM – Branch 1 and Branch 2 – how are we doing?          RE Project Group to write planning for Branch 3 and 4</p> <p><b>Spring Term</b>          1 X PDM to the whole school to introduce the planning for Branch 3 Galilee to Jerusalem and Branch 4 Desert to Garden and assessment system statements          HOS and RE lead to conduct lesson visits, book looks and talk to pupils          1 X Responding PDM – Branch 3 and Branch 4 – how are we doing?          RE Project Group to write planning for Branch 4 and 6</p> <p><b>Summer Term</b>          1 X PDM to the whole school to introduce the planning for Branch 5 To the ends of the Earth and Branch 6 Dialogue and Encounter and assessment system statements          HOS and RE lead to conduct lesson visits, book looks and talk to pupils          1 X Responding PDM – Branch 5 and Branch 6 – how are we doing?          RE Project Group to review planning for Branch 1 to Branch 6 based on our monitoring of RE across the academic year</p>	<p>July:          Release teachers to attend training with the diocese</p> <p><b>Autumn Term</b>          2 x PDMS</p> <p><b>Spring Term</b>          2 x PDMS</p> <p><b>Summer Term</b>          2 x PDMS</p>	<p>Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers &amp; in some cases, external advisors</p>	<p>RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year</p>
<b>Evaluation report- July 2026</b>			

<b>Outcome 2</b> <b>To further develop pupils' understanding of Catholic Social Teaching</b>			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
<b>Actions</b>	<b>Resources</b>	<b>Monitoring</b>	<b>Evaluation</b>
<p><b>Autumn Term 1</b>  RE Project Group write these assemblies to a high quality developing further the key questions to promote excellent pupil dialogue and further pupil understanding in class  Key Stage 1 and Key Stage 2 assembly on Care for Creation  Follow up session in class</p> <p><b>Autumn Term 2</b>  Key Stage 1 and Key Stage 2 assembly on Preferential Option for the Poor  Follow up session in class</p> <p><b>Spring Term 1</b>  Key Stage 1 and Key Stage 2 assembly on Solidarity and Peace  Follow up session in class</p> <p><b>Spring Term 2</b>  Key Stage 1 and Key Stage 2 assembly on Community and Participation and Peace  Follow up session in class  PDM on Looking After our World – sharing planning and resources for the Project Week  Whole School Project Week on Looking after world – suspend the curriculum for a week and teach this in depth across the school using planning and resources developed by the RE Project Group</p> <p><b>Summer Term 1</b>  Key Stage 1 and Key Stage 2 assembly on Dignity of the Worker  Follow up session in class</p> <p><b>Summer Term 2</b>  Key Stage 1 and Key Stage 2 assembly on Dignity  Follow up session in class  Pupil Voice – can children articulate Catholic Social Teaching and explain how we respond in school individually and collectively to this teaching – how are we making a difference?</p>	1 X PDM 1 X Pupil Voice	Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors	RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year
<b>Evaluation report- July 2026</b>			

<b>Outcome 3</b> <b>Attendance of all pupils is in line or better than national including persistent absence</b>		
<a href="#">Educating for Hope and Aspiration (values: determination, excellence)</a>		
<p>Actions</p> <p><b>August HOS</b> -Identify pupils with below 90% attendance from the academic year 2024/25</p> <p><b>-Sept HOS</b> meets with parents of all these pupils to confirm expectation that attendance will improve this academic year</p> <p><b>-Fridays</b> – HOS gets current attendance data including persistent absence (from 5 Sep 2025 to date of Y1 upwards) to analyse</p> <p><b>-Mondays</b>, throughout the year-HOS &amp; AHT make phone calls or meet with parents of all pupils with below 90% attendance and any pupils whose attendance is a cause for concern (below 95%) from 5 Sep 2025 to date of Y1 upwards (if no pick up they will receive a text asking them to phone the school)</p> <p>Where attendance does not improve schedule LA Attendance Officer meetings, home visits and fines</p> <p><b>Termly</b> meeting between HOS and LA attendance officer</p> <p><b>Termly</b> complete the attendance data analysis sheet – share with governors</p>	<p><b>Monitoring</b></p> <p>Termly using the agreed proforma</p>	<p><b>Evaluation</b></p> <p>RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year</p>
<b>Evaluation report- July 2026</b>		

<b>Outcome 4</b>			
<b>The implementation of the updated Science curriculum is of high quality</b>			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
<p><b>Autumn Term 2025</b>  1x meeting with Science curriculum lead and assistant subject leads meet to train assistant leads on the updated curriculum  Assistant Science leads to fully resource the updated Science curriculum  1 x PDM Implementation of the updated Science curriculum – assistant subject lead in each school</p> <p><b>Spring Term 2026</b>  Science assistant leader undertakes lesson visits and book monitoring to check implementation of the new Science curriculum across the school and offers feedback and coaching</p> <p><b>Summer Term 2026</b>  1x PDM – Science curriculum – how is it going? Share books across the school and identify best practice – what can we learn from the best practice?</p>	<p>1 x Science Project Group  2 x PDMs  Update science resources as necessary</p>	<p>Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers &amp; in some cases, external advisors</p>	<p>RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year</p>
<b>Evaluation report- July 2026</b>			

<b>Outcome 5</b> <b>The implementation of the updated Geography curriculum is of high quality</b>			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
<b>Autumn Term 2025</b> 1x meeting with Curriculum Lead and assistant subject leads to train assistant leads on the updated curriculum Assistant Geography lead to fully resource the updated Geography curriculum 1 x PDM Implementation of the updated Geography Curriculum – assistant subject lead in each school <b>Spring Term 2026</b> Geography Assistant leader undertakes lesson visits and book monitoring to check implementation of the new Geography curriculum across the school and offers feedback and coaching <b>Summer Term 2026</b> 1x PDM – Geography curriculum – how is it going? Share books across the school and identify best practice – what can we learn from the best practice?	1 x Geography Project Group 2 x PDMs Update science resources as necessary	Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors	RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year
<b>Evaluation report- July 2026</b>			

<b>Outcome 6</b>		
<b>The curriculum planning in English (writing) supports high quality pupil outcomes</b>		
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)		
<p>Actions</p> <p><b>Summer Term 2025</b> Curriculum Lead identified by the partnership to rewrite all units of work and report to EHT</p> <p><b>Autumn Term 2025 and Spring Term 2026</b> 1 x meeting where the Curriculum Lead meets all assistant subject leads to review the Writing curriculum Curriculum Lead writes the updated writing unit plans and reports to the EHT termly</p> <p><b>Summer Term 2026</b> 1x meeting with Curriculum Lead and assistant subject leads to train assistant leads on the updated curriculum 1 x PDM Implementation of the updated Writing curriculum – assistant subject lead Assistant Writing lead to fully resource the updated Writing curriculum</p>	<p><b>Monitoring</b></p> <p>Half termly meeting with those rewriting the curriculum to approve content so far</p>	<p><b>Evaluation</b></p> <p>RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year</p>
<b>Evaluation report- July 2026</b>		

<b>Outcome 7</b>			
<b>The implementation of the updated curriculum in Handwriting is of high quality</b>			
Educating for Wisdom, knowledge and skills (values: excellence, inspiration)			
Actions	Resources	Monitoring	Evaluation
<b>Autumn Term 2025</b> 1x PDM 'How we teach high quality handwriting in our school' Lesson visits on handwriting from a senior leader –is the handwriting curriculum being implemented? <b>Spring Term 2026</b> Monitoring of books and pupil displays to check the implementation of the new handwriting policy <b>Summer Term 2026</b> Monitoring of books and pupil displays to check the implementation of the new handwriting policy	1 x Handwriting PDM Update	Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers & in some cases, external advisors	RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year
<b>Evaluation report- July 2026</b>			

<b>Outcome 8</b>			
<b>Further refine the electronic record keeping system for safeguarding</b>			
Educating for Dignity and Respect (value link- honesty, integrity, respect)			
Actions	Resources	Monitoring	Evaluation
<b>Spring Term 2026</b> Designated Safeguarding Lead and Deputy Designated Safeguarding Lead attend training on using Child Protection Online Management System (CPOMs) as an electronic record keeping system for Safeguarding <b>Summer Term 2026</b> 1 x PDM on how we record safeguarding concerns and how Designated Safeguarding Lead and Deputy Safeguarding Lead manages the electronic system for safeguarding	1 x Project Group 1 x PDM Buy and install the Child Protection Online Management System (CPOMS)	EHT and DSL monitor the use of the Child Protection Online Management System (CPOMS)	RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year
<b>Evaluation report- July 2026</b>			

**Outcome 9**

Teaching staff plan and deliver highly effective lessons as a result of very secure understanding of the principles of direct instruction (to ensure teaching checks on and adapts to how well pupils are learning and that opportunities to revisit prior knowledge are embedded across all subjects)

**Educating for Wisdom, knowledge and skills (values: excellence, inspiration)**

Actions	Monitoring	Evaluation
<p><b>Autumn Term 2025</b> 1 x PDM on retrieval practice, modelling, guided practice and independent practice</p> <p><b>Spring Term 2026</b> 1 x PDM on how to check on and adapt how well pupils are learning</p> <p><b>Summer Term 2026</b> Senior leaders carry out lesson visits and monitoring to support coaching</p>	<p>Termly quality of teaching and pupil achievement monitoring programme carried out by senior leaders in partnership with class teachers &amp; in some cases, external advisors</p>	<p>RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year</p>

Evaluation report- July 2026

<b>Outcome 10</b> Teachers are provided with high quality Professional Development using deliberate practice to rehearse teaching strategies	
<a href="#">Educating for Dignity and Respect (value link- honesty, integrity, respect)</a>	
Actions	Monitoring Evaluation
Actions <b>Autumn Term 2026</b> <b>September</b> Head of School Project Group – training on deliberate practice and its evidence base Senior leaders build deliberate practice into PDMs and Professional Development Days <b>Spring Term 2026</b> Senior leaders build deliberate practice into PDMs and Professional Development Days <b>Summer Term 2026</b> Senior leaders build deliberate practice into PDMs and Professional Development Days	1 x Project Group EHT monitors the use of deliberate practice during SLT days in school RAG report termly to governors and evaluation report on this SIP format is presented to governors at the end of the academic year
<b>Evaluation report- July 2026</b>	

**Outcome 11**

All governors are well informed in the following areas

- New Ofsted framework
- How do we support children with Special Educational Needs to access our ambitious curriculum
- Responding to the current context session

[Educating for Hope and Aspiration \(values: determination, excellence\)](#)

Actions	Monitoring	Evaluation
<p><b>Autumn Term 2025</b> 1x training afternoon- The new Ofsted framework – what do governors need to know?</p> <p><b>Spring Term 2026</b> 1x training afternoon- How do we support children with special needs to access our ambitious curriculum?</p> <p><b>Summer Term 2026</b> 1x training afternoon- responding to an emerging issue</p>	<p>N/A</p>	<p>Evaluation of governor understanding in these areas will be carried out by the EHT and HOS</p>

**Evaluation report- July 2026**