

HOLY NAME CATHOLIC PRIMARY SCHOOL

DEVELOPMENT PLAN ON A PAGE 2026/27

Driving our school forward – transparency around our whole-school priorities

At Holy Name Catholic Primary School, working in collaboration with staff and Governors, we have identified the following key development areas as part of our whole-school priorities. These priorities have been informed by our Self Evaluation Framework (SEF), pupil outcomes, stakeholder voice and external review outcomes. We recognise that meaningful school improvement requires sustained effort and careful implementation. These priorities will be monitored regularly by leaders and governors to ensure successful implementation and impact. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

WHOLE-SCHOOL LONG-TERM DEVELOPMENT PRIORITIES (2026/27 AND BEYOND)

Attendance	Inclusion & Wellbeing	Curriculum & Teaching	Oracy & Assessment	Leadership	Governance
Develop and maintain a whole-school culture that promotes high rates of attendance and reduces persistent absenteeism, particularly amongst	Further develop our inclusive culture so that every pupil, regardless of need or background, thrives	Further refine our ambitious curriculum offer by embedding adaptive teaching, vocabulary development and high-quality	Develop a whole-school approach to Oracy and formative assessment so that pupils become confident communicators and staff consistently adapt	Strengthen leadership at all levels and develop leaders who can evaluate impact, champion inclusion and drive sustained	Maintain a highly effective and skilled Governing Body that provides robust challenge and support and remains

Attendance	Inclusion & Wellbeing	Curriculum & Teaching	Oracy & Assessment	Leadership	Governance
vulnerable, disadvantaged and SEND pupils.	academically, socially and emotionally.	pedagogy so that all pupils access and retain ambitious learning.	learning to pupils' needs.	school improvement.	fully engaged in school improvement.

We plan to achieve these by...

Attendance

- Continue to develop the Attendance Team's skills and expertise.
- Implement the support, challenge and accountability model consistently.
- Further develop parental engagement through My Happy Mind.
- Increase support for vulnerable families through pastoral intervention.
- Strengthen attendance monitoring for SEND, disadvantaged and social care pupils.
- Conduct regular attendance reviews and home visits where appropriate.
- Continue to celebrate and reward excellent attendance. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

Inclusion & Wellbeing

- Embed My Happy Mind across the school community.
- Develop adaptive teaching strategies to improve access for SEND and vulnerable pupils.
- Enhance intervention programmes and evaluate impact rigorously.
- Continue to develop pastoral, ELSA and SEMH provision.
- Increase staff expertise regarding trauma-informed practice and emotional regulation.
- Ensure subject leaders actively monitor inclusivity within their curriculum areas.
- Strengthen partnership working with external agencies and families. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

Curriculum & Teaching

- Strengthen adaptive teaching practices across all subjects.
- Develop consistent use of retrieval practice and vocabulary instruction.
- Ensure subject curricula remain coherent, cumulative and progressive.
- Further develop teaching of reading, writing and mathematics.
- Strengthen support for disadvantaged and SEND learners.
- Continue subject leader monitoring and curriculum reviews.
- Deliver high-quality professional development focused on evidence-informed pedagogy. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

Oracy & Assessment

- Introduce a whole-school Oracy framework.
- Implement dedicated Oracy lessons.
- Develop assessment procedures for Oracy.
- Train staff in responsive teaching techniques.
- Improve questioning and classroom dialogue.
- Strengthen formative assessment practices.
- Continue effective use of SONAR to monitor pupil progress.
- Ensure assessment information informs planning and intervention. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

Leadership

- Develop leaders' ability to evaluate impact.
- Strengthen curriculum leadership.
- Develop leadership of inclusion across all curriculum areas.
- Provide coaching and mentoring opportunities for newer leaders.
- Allocate focused leadership time.

- Refine monitoring and evaluation systems.
- Improve analysis of intervention and curriculum impact. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

Governance

- Continue recruitment of governors with a broad range of expertise.
- Strengthen curriculum links between governors and subject leaders.
- Increase governor monitoring opportunities.
- Continue safeguarding oversight.
- Support implementation of educational and safeguarding legislation.
- Maintain rigorous financial oversight. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

KEY ACTIONS SO FAR...

Attendance	Inclusion & Wellbeing	Curriculum & Teaching	Oracy & Assessment	Leadership	Governance
New attendance systems implemented. Attendance Team established. Increased attendance monitoring and rewards programme introduced.	Pastoral Lead role established. Inclusion Quality Mark Centre of Excellence retained. My Happy Mind purchased. ELSA provision expanded.	Ready Steady Write embedded. Arithmetic lessons introduced. Curriculum maps refined. Strong CPD programme established.	SONAR implemented. Staff trained in assessment systems. Initial Oracy discussions undertaken through Picture News and curriculum reviews.	Subject leadership structures established. Curriculum monitoring strengthened. Additional leadership capacity created.	New governing structure embedded. Additional governors appointed with specialist expertise.

[\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

IMMEDIATE NEXT STEPS...

Attendance	Inclusion & Wellbeing	Curriculum & Teaching	Oracy & Assessment	Leadership	Governance
Reduce persistent absence. Increase support for vulnerable families. Further develop Attendance Team effectiveness.	Fully implement My Happy Mind. Increase intervention monitoring. Develop inclusive practice across all subjects.	Enhance adaptive teaching. Improve vocabulary development. Strengthen support for vulnerable groups.	Launch Oracy Framework. Deliver staff training. Introduce Oracy assessment systems.	Develop coaching programme for leaders. Improve evaluation of interventions and curriculum impact.	Increase governor monitoring visits. Strengthen curriculum governance.

[SDP on a Page 26-27 | Word], [HN SEF 2026 - Final | Word]

CURRICULUM DEVELOPMENT AREAS (2026/27)

Oracy (Whole-School Priority)	Maths	Writing (Curriculum Subject Development Priority)	Inclusion & Adaptive Teaching	Humanities & Science (Curriculum Text Investment Area)
Develop a comprehensive Oracy curriculum so that pupils become articulate, confident communicators.	Continue to strengthen mathematical fluency, arithmetic and reasoning across the school.	Further develop writing outcomes, particularly for disadvantaged pupils, SEND pupils and Greater Depth writers.	Develop consistent adaptive teaching practices to ensure all pupils access ambitious learning.	Provide high-quality texts and resources to build knowledge, vocabulary and schema.

We plan to achieve this by...

Oracy

- Introducing dedicated Oracy lessons.
- Developing pupil vocabulary explicitly.
- Providing opportunities for debate and discussion.
- Embedding speaking and listening across the curriculum.
- Teaching presentation and public speaking skills.
- Creating robust assessment systems for Oracy.
- Utilising Picture News and pupil leadership opportunities to promote dialogue. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

Maths

- Continue arithmetic lessons.
- Refine retrieval practice.
- Enhance challenge for higher attainers.
- Use assessment data to identify barriers.
- Support vulnerable learners through targeted intervention. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

Writing

- Continue embedding Ready Steady Write.
- Strengthen spelling, punctuation and grammar.
- Increase opportunities for extended writing.
- Teacher marking to focus on improvement/development of each child's writing skills.
- Improve sentence fluency and vocabulary development.
- Provide high-quality texts.
- Celebrate and publish writing. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

Inclusion & Adaptive Teaching

- Deliver targeted CPD.
- Share effective classroom practice.
- Strengthen use of scaffolding and support.
- Monitor provision for SEND and disadvantaged pupils.
- Evaluate intervention effectiveness more precisely. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

Humanities & Science

- Audit current provision.
- Purchase additional texts.
- Promote Curriculum Visions.
- Develop reading opportunities linked to topics.
- Strengthen vocabulary development. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

KEY ACTIONS SO FAR...

Oracy	Maths	Writing	Inclusion & Adaptive Teaching	Humanities & Science
Picture News embedded. Assemblies provide regular speaking opportunities. Pupil leadership roles expanded. Staff have begun exploring Oracy frameworks.	Arithmetic lessons embedded. Staff CPD delivered. Assessment information used to refine provision.	Ready Steady Write embedded. New spelling and grammar approaches implemented. Curriculum plans adapted to increase writing opportunities.	Adaptive teaching focus introduced through CPD and monitoring. SEND provision strengthened.	Subject leaders have audited provision and begun identifying additional texts and resources.

IMMEDIATE NEXT STEPS...

Oracy	Maths	Writing	Inclusion & Adaptive Teaching	Humanities & Science
Launch whole-school Oracy framework. Deliver staff CPD. Establish progression documents. Introduce assessment systems.	Continue monitoring implementation. Moderate pupil work. Deliver additional CPD.	Purchase additional high-quality texts. Rigorous teacher marking. Monitor writing standards rigorously. Analyse impact through assessment.	Coaching programme for teachers. Enhanced monitoring. Subject leaders to review inclusivity within their curriculum areas.	Complete resource audit. Purchase identified resources. Monitor implementation through learning walks.

SUCCESS MEASURES BY JULY 2027

Attendance

- Persistent absence reduced.
- Attendance gap between SEND and non-SEND pupils reduced. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

Inclusion & Wellbeing

- Improved intervention impact measures.
- Increased participation in enrichment activities.
- Positive pupil wellbeing outcomes. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

Curriculum & Teaching

- Improved outcomes for disadvantaged and SEND pupils.
- Consistent adaptive teaching observed across school. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

Oracy

- Whole-school Oracy framework fully embedded.
- Pupils demonstrate improved confidence and vocabulary.
- Assessment demonstrates progression in speaking and listening. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

Writing

- Improved attainment in SPaG and Writing.
- Increased proportion of pupils achieving Greater Depth. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

Leadership & Governance

- Subject leaders confidently demonstrate impact.
- Monitoring systems show clear evidence of curriculum improvement.
- Governors continue to provide effective challenge and support.
- Increased curriculum monitoring evidence available. [\[SDP on a Page 26-27 | Word\]](#), [\[HN SEF 2026 - Final | Word\]](#)

Holy Name Catholic Primary School Mission Statement:

“Holy Name is a Catholic community, working in partnership with parents/carers to nurture and educate the whole person, in the way of Christ, enabling all to know their worth and reach their potential.”

Holy Name Catholic Primary School Children’s Mission Statement:

“Be your best in all things. We try to follow Jesus’ footsteps by treating everyone with love and respect.” [HN

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