



St Mary's Catholic Primary School

SDP Priority Areas

WEBSITE

Catholic Life and Mission, RE and Collective Worship SDP Overview Priority Areas

	Key Priority Areas	Intended Impact/Outcome
Catholic Life and Mission	- To continue to embed Catholic Social Teaching (CST) across the school. - To promote the school mission statement. - To ensure that hymns are sung during religious celebrations. - To introduce new hymns. - To develop sung responses with Masses. - To continue to link teachings of the church with 'faith in action' - To promote the Catholic Life of the school via video recordings on the website.	- All children know and understand CST keys. There will be a CST focus for the month from CAFOD (included on class worship). - Faith ambassadors to support in promotion of mission statement and this will be enforced through endorsement in assemblies - Hymns will be sung at the beginning of each worship assembly and class worship. - More upbeat hymns, which the children are enthusiastic about singing. - The children will know simple and joyous sung responses in mass, i.e. Alleluia, Holy, Holy, Lamb of God - Faith ambassadors will lead school initiatives with prayer and fund raising in line with CST so that we can promote and support charities. - Children will have videos of school prayers displayed on school website. - Videos of children talking about their faith and the importance of faith at St Mary's will be displayed on school website.
RE Curriculum	To ensure that RE content is on a par with expectations and quantity of work completed in other subjects.	- RE books will be of the same standard as English books. - Pupil voice surveys completed assessing understanding of RE lessons, liturgical year, mission statement and CST keys.



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	- To enable the children to talk about their faith and learning in RE - To support staff to understand the teachings of the Catholic church to enable better understanding and teaching of key concepts. - To embed new framework when adopted	- Staff will have attended meeting explaining the liturgical year and main catholic beliefs and rites. Therefore staff will have a better understanding of Catholic doctrines. - The new RE scheme will be introduced to staff and resources/planning explained with follow ups to assess impact and implementation.
Collective Worship	- To consistently complete class worship following a planned format. - To ensure that children lead worship across all phases. - To continue to develop links with St Joseph's parish. - To promote the use of Mary's grotto/prayer spaces inside as areas for quiet prayer and reflection	- Scripture, CST, prayer, hymns and meditation included in class worship – all will be consistent across the school. - Daily class worship takes place at set time (8:45am-9:00am daily) and children take an active lead. Children plan and lead own class worship on Fridays. - Children to partake in church masses on a regular basis. We regularly promote the Parish and events on school website and newsletters. - Children will regularly use Mary's Grotto in class worship and lunchtimes as a quiet space for prayer and meditation. Use faith ambassadors to promote this. Children will be introduced to and use prayer space near ICT room

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Curriculum	Whole school focus on The Big Year of writing to improve outcomes for all children, including those who have barriers to learning.	Children enjoy writing and are engaged in the lessons. Writing across the curriculum has improved among all children within the school. Including those who have barriers to learning.



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	- As part of our review cycle, we will ensure that all curriculum areas are reviewed and monitored on a 3 year cycle to ensure that high standards are maintained and outcomes continue to improve in all subjects. - Train staff to use assessment data from Arbor to inform teaching and monitor pupil progress. - Providing additional lessons to improve number across the school through: Introduction of Maths Mastery in YR,1&2 and a focus on number across the school (Y3/4 – times tables & Y5/6 mental arithmetic).	Art/DT, PE and Spanish Schemes of Work, progression of skills have been reviewed by July 2026.
Achievement	- Whole school focus on writing in line with The Writing Framework (DfE 2025) and provide CPD to staff to support improved outcomes across the school. - Last year with the success of our Big Year of reading and improved outcomes in Y6, to continue to maintain reading as the highest priority across the school. - Maths, to continue mastery approach. Using diagnostic assessments to target gaps. Embed reasoning and problem-solving across the school. We always ensure that we adapt learning as needed/ monitor the progress of all chn- especially those who have barriers to learning to make sure all make at least expected progress.	KS2 combined (W, R, M) to be line with national (62% 2024-25) KS2 reading to continue to be above national (>85%) KS2 writing to be line with national (=72%) KS2 maths to continue to be above national (>80%) MTC levels to be at least in line with national (=38%) KS1 combined (W, R, M) in line with national KS1 phonics check 90% Year 1, 100% Year 2. EYFS to continue above national for GLD.
Attendance	- To continue to monitor attendance to ensure we maintain statutory attendance at 95.5%. - To continue to follow up persistent absenteeism.	- Whole-school attendance remains at or above 95.5% each term. Reduction in the number of students falling below the 95.5% threshold compared to the previous term. At least 90% of parents/carers are aware of attendance expectations (measured via survey or feedback). Positive trends in attendance data following reward initiatives. - Reduction in the number of persistent absentees by at least 10% over the academic year. Documented intervention plans in place for 100% of persistent absentees. Improved attendance for at least 75% of students identified as persistent absentees. Increased parental engagement in attendance-related meetings and support sessions



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