

✠ St Robert's Catholic Primary School ✠
School Improvement Plan Overview 2025-26

Mission Statement - 'Jesus in Us' 'Iesu ynom Ni'

Jesus and the 'Good News' that He brings is the basis of our school life.

Each person in our school is unique and our intention is that they will be Ambitious,
Capable Learners, Ethically, Informed Citizens, Enterprising, Creative Contributors &
Healthy, Confident Individuals.

They will be Virtue - led and develop to their full potential - with Jesus as their guide,
the Holy Spirit as their inspiration and God as their loving Father.

This school improvement plan (SIP) has been developed in response to whole school self-evaluation: it is a collaborative document built upon staff, pupil, parental and Governing Body contributions. It is also under-pinned by those new National, Local Priorities and Diocesan Priorities to which the school must respond and show appropriately planned actions to introduce, implement and embed new initiatives and policies in order to raise standards, build capacity and improve school effectiveness.

This plan secures school improvement between September 2025 and July 2026 when the plan will be evaluated termly and a new plan developed for the following academic year 2026/27.



Target 1: Further develop teaching and planning to allow more opportunities for pupils to develop their ideas and learning independently and creatively.

Rationale & Current Performance

Following our Estyn inspection recommendation from May 2024, the school has been focussing on developing pupil independence and ownership of learning. This was also highlighted with the Section 50 RE Inspection (May 2025) as an area of development. In 2024-2025 the school had bespoke training from education consultant, Cath Delve on develop independence across all classes and all aspects of school life. Staff completed an audit of current practise and aspiration for future development. An action plan was created mapping out key activities to be introduced over a period of time and has been reviewed regularly. This included the use of the 3Bs to develop an independent attitude to learning in children and will start in September 2025 as well as self-registration and use of pupil experts.

Actions	Success Criteria	Monitoring Activities
<p>Staff to develop creativity, DCF and Independence within the teaching and learning in their classroom e.g. Quality Work choice grid.</p>	<p>Staff to use choice grid in a variety of lessons as appropriate.</p> <p>HT end of month awards reflect and celebrate this wide range of skills.</p>	<p>Books Monitoring</p> <p>Learning environment</p>
<p>Staff to develop learning environment to enhance pupils' ability to work independently e.g. 3Bs display and to encourage pupil choice when presenting their work</p>	<p>Staff to use choice grid in a variety of lessons as appropriate.</p> <p>HT end of month awards reflect and celebrate this wide range of skills.</p> <p>Each class has a designated 3Bs display, which develop progressively throughout the school.</p> <p>Pupils and staff known 'experts' who will be able to provide support in the classroom</p>	<p>Listening to Learners</p> <p>Learning environment</p>

<p>FP staff to develop continuous and enhanced provision within the classroom with clear expectations outlined. Provision areas to be labelled and provision to provide suitable challenge.</p> <p>Develop this through PS2 and into PS3 with pupils having greater choice in creative and construction activities.</p>	<p>Staff use continuous and enhanced provision effectively with designated areas both inside and outside the classroom.</p> <p>Provision is effectively planned for using a progressive provision planner.</p> <p>Development of 'creative' resources for PS2 and PS3 so that pupils can access a wide range of materials and media to increase pupil choice when presenting.</p> <p>Greater use of construction materials in PS3 e.g. use of Lego, Polydrons etc to develop problem solving and creativity</p>	<p>Learning Walk</p> <p>Learning environment</p> <p>Listening to learners</p> <p>Book and planning scrutiny</p>
<p>Staff to within their planning identify a variety of options in presenting their final work. These include paper based, digital and creative. This can include within the classroom, provision activities and outdoor learning.</p>	<p>Staff identify a wide range of options for pupils to present learning.</p> <p>Staff to plan for use of outdoors as a way of facilitating learning.</p> <p>FP provision develops a wide range of skills both inside and outside the classroom.</p>	<p>Scrutiny of planning</p>
<p>Regular monitoring of planning, classroom environment and teaching and learning including books and pupil voice to take place throughout the year, ensuring that targets are being met and there is greater pupils' independence, creativity and variety in books. This should be carried out through the involvement of teachers, pupils and SLT.</p>	<p>Bank of evidence of pupil choice and staff planning and developing this element.</p> <p>Monitoring evidence to be used to review independent learning plan and set new targets.</p> <p>All stakeholders to be involved in this process.</p>	<p>Scrutiny of planning</p> <p>Learning environment</p> <p>Learning walk/lesson observations</p> <p>Book scrutiny</p> <p>Listening to Learners</p>

Target 2: Review our current DCF scheme ensuring progression and the development high order digital skills

Rationale and current Performance

This target comes from our recent Estyn Inspection (May 2024) to develop pupils' digital skills in-line with their literacy and numeracy skills so that they are as confident using these independently as the other cross curricular aspects - *'however pupils' digital skills are less well-developed than their literacy and numeracy skills, as pupils do not use information technology independently enough across the curriculum.'*

Actions	Success Criteria	Monitoring Activities
Audit school provision and scheme of work, Digital Den to ensure that higher order skills in DCF are being addressed	Audit completed. Every year group has completed the DD skills highlighted in the scheme. Higher order skills have been addressed.	SLT to follow up Staff completed half termly audits
INSET Matt Jones September 2025 Learn, Apply adapt model to be developed throughout the school as a way of developing DCF	Clear evidence of Learn, Apply, Adapt model. Creation of mapping document identifying where DCF skills are used to enhance other AoLEs. Range of skills being used across all AoLEs Pupils choose a variety of DCF skills to present their work.	Termly review by SLT
Mapping of DCF across all AoLEs and that skills being taught discretely are being practised	Range of skills being used across all AoLEs Pupils choose a variety of DCF skills to present their work.	SLT to follow up Staff to complete
Audit staff skill level and confidence using a range of tools and for each area of the DCF. Organise suitable training appropriate.	Staff confidence and skills enhanced with in the areas of DCF. Appropriate training completed eg Adobe Express and AI etc	SLT to conduct audit- Source appropriate training
Monitoring - evidence of cross curricular work using higher order skills - books, listening to learners.	Monitoring cycle completed Strengths and areas of development shared with staff. Actions going forward identified.	SLT - L2L (Autumn and Summer) Planning and mapping document. Pupils Hwb files.

Target 3: RE

Target 1: Leaders need to further facilitate planning, implementation, and monitoring of the Religious Education Directory.

Target 2: Further develop RE teaching and planning to allow for more opportunities for pupils to develop their ideas and learning independently and creatively.

Rationale and Current Performance

The RE Directory was rolled out last year and resources were evaluated as a cluster and a cluster decision was made on the adoption of Magister resources. The school underwent a Section 50 RE inspection in May 2025 and the report was positive with many areas identified as strengths:

- St Robert's school is a welcoming and distinctively Catholic school. Good relations are a strength of the school, leading to a very strong sense of community.
- Pupil behaviour is exemplary, and pupils are happy to be part of their school's community. Pupils are religiously literate and show enjoyment, positive attitudes, and confidence in RE and are happy to be part of their school community.
- The highly committed head teacher, leaders, governors, and staff are fully dedicated to the mission of the church, school, and communities, and work for their success.
- One particular strength and innovation that was recognised by the Inspection team was our tracker system which noted as an effective system and recommended that it was shared within the Archdiocese.

As well as the strengths, the inspection identified recommendations that will continue to move the school forward and enhance the good practise already established within the school.

These recommendations are reflected in this year's RE targets.

Another success of the school was being awarded the CAFOD Live Simply Award, the first school to complete all nine actions.

The school continues to evangelise resulting in, once again a high number of pupils requesting baptism (7) and 10 pupils receive reconciliation and First Holy Communion. This continues to be a strength of the school.

Cluster collaboration is established, and consistent practise is occurring across our cluster, e.g. use of resources, joint closure days, moderation and sharing good practise e.g. end of topic respond booklets and knowledge organisers.

Actions	Success Criteria	Monitoring Activities
<p>Target 1a: Leaders need to further facilitate planning, implementation, and monitoring of the Religious Education Directory.</p> <p>1. Audit the Magister scheme ensuring it reflects our school context as well as develops independent learners, use of the DCF and creativity. (Inspection Area 2: RE)</p>	<p>An audit of the Magister scheme has been completed within each branch of the RED and reflects our school context, independent learning and creativity. (Inspection Area 2: RE)</p>	<p>Half-termly teaching staff review of planning and books for each branch.</p>

<p>2. Staff moderate pupils' work (internally) using Magister to ensure consistency and appropriate standards, and progression is being maintained across all classes (Inspection Area 2: RE)</p>	<p>Moderation of pupils' work (internally) shows consistent practise, appropriate standards in creativity, DCF and outdoor learning opportunities, resulting in evidence of appropriate progress being maintained across all classes (Inspection Area 2: RE)</p>	<p>SLT to monitor planning and books, confirm, clarify or challenge the evidence.</p>
<p>Target 1b: Leaders need to further facilitate planning, implementation, and monitoring of the Religious Education Directory.</p> <ul style="list-style-type: none"> MER cycle to be followed and evidence to inform practice to be collated, shared and used to inform school's Self Evaluation Report (CSED) to incorporate the New Archdiocesan Inspection Framework. (Inspection Area 1: Catholic Life and Mission; Inspection Area 2: RE; Inspection Area 3: Collective Worship) Analysis of tracker data to ensure appropriate standards, progression and attitude to learning (Inspection Area 2: RE) 	<p>The MER cycle is completed. Strengths and areas to develop have been shared with staff and necessary action have been created across all Inspection areas.</p> <p>Half-termly data drops have been undertaken. Pupils are making at least expected progress and standards are consistent across the school.</p>	<p>SLT to carry out monitoring actions in line with MER activities: Autumn '25 Spring '26 Summer '26</p> <p>Half-termly updates</p>
<p>Target 2: Further develop RE teaching and planning to allow for more opportunities for pupils to develop their ideas and learning independently and creatively. Teachers to review the Magister planning and update to include our context as well as opportunities for creativity, DCF, use of outdoor space and pupil choice newly established Quality Work Grid that develops pupils'</p>	<p>Magister review undertaken and all year group planning has evidence of creativity, DCF, use of outdoor space and pupil choice. 'Quality Work Award' is established, and work</p>	<p>SLT to carry out monitoring actions in line with MER activities: Autumn '25 Spring '26 Summer '26</p>

<p>opportunities to choose task and how their work is presented. An end of the month Headteacher 'Quality Work Award' has been established.</p> <p>Regular monitoring of planning, pupils' work, listening to learners and lesson observations to evidence progress made in these areas.</p> <p>Professional learning including, DCF training with BCBC DCF Lead; Cath Delve - developing independence within the classroom and choice of learning opportunities; cluster-based collaboration as well as school based professional development.</p>	<p>celebrated and displayed on monthly basis.</p> <p>Monitoring tools have been undertaken and evidence progress made in using different approaches to tasks and pupil choice as well as maintaining standards.</p> <p>Appropriate profession learning sessions have occurred and its impact is visible within the areas of DCF, Outdoor Learning and creativity. As well as providers, cluster collaboration has taken place.</p>	<p>SLT to carry out monitoring actions in line with MER activities: Autumn '25 Spring '26 Summer '26</p> <p>M Jones, C Delve, all staff. Evaluation/feedback from sessions</p>
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Termly Evaluation of Targets-

Using R.A.G. visual approach-

Red = target not achieved **Amber**= target partially achieved **Green** = Target achieved

SIP TARGET 1	AUTUMN	SPRING	SUMMER
<p>TARGET 1- Further develop teaching and planning to allow more opportunities for pupils to develop their ideas and learning independently and creatively.</p>			
<p>Evaluation- Have the actions been successful? <u>AUTUMN</u></p>			

SPRING
SUMMER

SIP TARGET 2

AUTUMN

SPRING

SUMMER

TARGET 2- Review our current DCF scheme ensuring progression and the development high order digital skills

Evaluation- Have the actions been successful?

AUTUMN

SPRING

SUMMER

SIP TARGET 3

AUTUMN

SPRING

SUMMER

Religious Education

TARGET 1: Leaders need to further facilitate planning, implementation, and monitoring of the Religious Education Directory.

TARGET 2: Further develop RE teaching and planning to allow for more opportunities for pupils to develop their ideas and learning independently and creatively.

Evaluation- Have the actions been successful?

AUTUMN

SPRING

SUMMER