



Cottesmore St Mary Catholic Primary School



School Development Plan 2026-2027

Section 48 report – 2nd March 2022 (Next CSI 2026 - 2027)

How effective is the school in providing a Catholic Education – Outstanding
Catholic Life of the school – Outstanding
Collective worship and prayer life – Outstanding
Religious Education – Outstanding

Ofsted report – 21st and 22nd February 2023 (Next inspection due within 4 years so, most likely, 2026 – 2027)

Overall effectiveness – Good
The quality of education – Good
Behaviour and attitudes – Good
Personal development – Outstanding
Leadership and management – Good
Early years provision – Good
The Lead Ofsted inspector verbally reported that, if there were such a grade, that all Good sections would be Very Good or Almost Outstanding.

Our Mission Statement

As a community of life-long learners, with Christ at the centre, we strive to do our best and make a difference
to the world.

Dare to dream and always have hope, revealing Jesus to others through the choices we make, whilst living life to the
full.

Mane nobiscum Domine
(‘Stay with us Lord’ Luke 24:29)

LOVE

BELIEVE

ACHIEVE



To achieve this, we focus on the areas identified as priorities from the Ofsted Self Evaluation Form (SEF) and the CSED for Religious Education. Autumn, Spring and Summer term plans deliver the actions identified.

Theme	Autumn term focus	Spring term focus	Summer term focus
Religious Education	Prayer and Liturgy To further develop the variety and quality of prayer and liturgy across the school, continuing to ensure the guidance within the To Love You More Clearly Prayer and Liturgy Directory is followed.	Assessment To further embed the use of the diocesan RE assessment toolkit across all year groups, ensuring that assessment is consistent, purposeful and closely aligned with the RE curriculum and next steps are selected appropriately.	Multifaith To further enhance the delivery of multi-faith learning, ensuring that experiences for pupils are meaningful, respectful and age-appropriate to develop a secure understanding of the beliefs, practices and lived experiences of people from a range of faith traditions.
Quality of Education	Reading Culture To further develop a strong and inclusive reading culture across the school, ensuring that reading is promoted, valued and enjoyed by all pupils.	Writing To increase the proportion of pupils achieving Greater Depth in writing by providing consistent opportunities for pupils to write independently and purposefully across the curriculum.	Oracy To further enhance the use of effective oracy techniques across the school, ensuring that teachers consistently model and promote high-quality spoken language in all subjects and pupils are provided with increased opportunities to develop their confidence, vocabulary, listening and speaking skills. Focus on those with EAL.
Behaviour and attitudes	Adaptive Teaching with focus on pupils with SEND, EAL or vulnerable characteristics / states (chunking pre-teaching and active listening) - To embed adaptive teaching strategies consistently across all classrooms, with a particular focus on chunking, pre-teaching and active listening	Adaptive Teaching with focus on pupils with SEND, EAL or vulnerable characteristics / states - To further strengthen pupils' readiness and appetite for learning through consistently embedded routines, clear expectations and positive learning behaviours.	Adaptive Teaching with focus on pupils with SEND, EAL or vulnerable characteristics / states (scaffolds, independence and engagement) - To further improve pupil independence and engagement through carefully planned scaffolds and explicit teaching strategies and resources.
	Attendance To continue to improve overall pupil attendance and reduce the percentage of persistent absentees across the school. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils (Pupil Premium Strategy)		
Personal development	RSHE – To ensure that the new DfE new statutory requirements in RSE are in place and used, aligning with Catholic / Diosean expectations.	Diversity, protected characteristics and British Values - Further strengthen pupils' knowledge and understanding of diversity, protected characteristics and British Values, ensuring these are consistently embedded across the curriculum and wider school life.	Resilience and positive learning behaviours - Further strengthen pupils' resilience and positive learning behaviours to support success across the curriculum.
Leadership and Management	Lockdown Develop an increased secure environment by further improving lockdown security, implementing secure gates, further safeguarding children and strengthening security response processes.	Subject Leadership To ensure subject leaders regularly review the content and quality of lessons within their subjects to secure a well-sequenced, engaging curriculum that meets the needs of all learners.	CyberSecurity Develop a secure, cyber-aware digital environment by improving staff cyber security knowledge and ensuring a secure network infrastructure that safeguards sensitive data and strengthens cyber security response and recovery processes.
Quality of Early Years Education in schools	ShREC approach (communication and language) - To further develop children's communication and language through the consistent implementation of the ShREC approach, promoting high-quality interactions between practitioners and children.	Foundations for writing - To maintain and improve writing outcomes by reviewing and adapting The Write Stuff approach to meet the developmental needs of Reception children, focusing on secure foundations for writing and progression of skills through the year	Handwriting and letter formation - To further develop children's handwriting and letter formation enabling them to write with increasing confidence and fluency.
Pupil Premium Strategy targets	- To narrow the gap between disadvantaged pupils and their peers at the end of KS2 in Reading, Writing and Mathematics combined, and ensure disadvantaged attainment is at least in line with national outcomes. - For all pupils, including disadvantaged pupils, who enter Reception off track at Baseline to make accelerated progress in Reading, Writing and Maths. - To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. - All pupils have equal access to broad and balanced, coherent and well sequenced curriculum. - To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.		