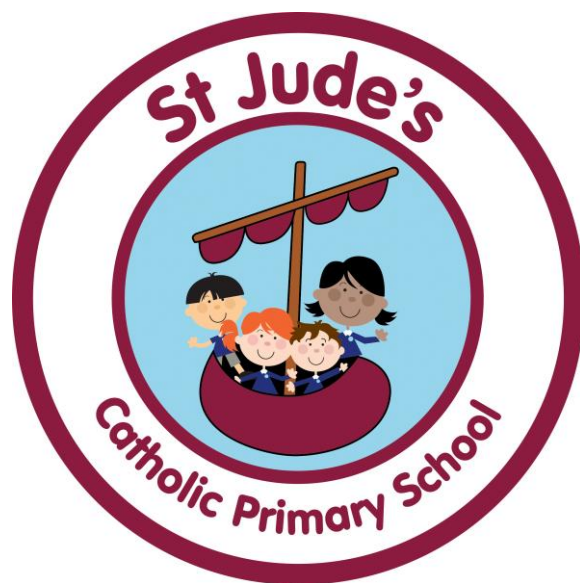


St Jude's Development Plan

2025-2026



St Jude's Vision

St Jude's is a caring and inclusive school where every child feels valued, is encouraged to dream big and empowered to reach their full potential in a changing world.

- We provide every child with an ambitious curriculum that inspires and stimulates a love of learning.
- We recruit and retain exceptional staff and them with high quality training and resources to bring out the very best in every child.
- We cultivate a safe, caring and peaceful school environment where the uniqueness and diversity of every child is celebrated.
- We offer a rich programme of extra-curricular activity for all ages so that every child is encouraged to get involved in something they love.
- We are at the heart of our local community and have a meaningful partnership with parents and carers.

Performance Data

End of Year	2024 School EXS outcomes	2025 School EXS outcomes	2025 National EXS outcomes	2024 School GDS outcomes	2025 School GDS outcomes	2025 National GDS outcomes
GLD	59%	33%	68%	NA	NA	NA
Phonics	72%	74%	80%	NA	NA	NA
KS2 RWM	74%	67%	62%	9%	17%	8%
KS2 Reading	74%	77%	75%	52%	53%	33%
KS2 Writing	74%	70%	72%	13%	17%	13%
KS2 Maths	74%	73%	74%	48%	43%	26%
KS2 GPS	74%	73%	73%	52%	40%	29%

Each key area is assigned to a governor/s. Governors will visit school each half term to review, support and challenge.

Key Issue 1: To embed Rosenshine principles in RE so that children remember more - Governors with responsibility: Mildred Sims and Jess Dooney- visits to school to review.

Key issue 2: Ofsted improvement- Assessment- To further improve, standardise, embed and report on assessment across all foundation subjects - Governors with responsibility: Judith Hunt and Greg Hunt- visits to school to review.

Key Issue 3: Raise attainment in Reception in Language and Communication - Governors with responsibility: Anne Clarke and ??????- visits to school to review.

Attendance Governor – Anne Clarke

SEND Governor – Anne Clarke

Safeguarding Governor – Anthony Norris

RE Link Governors – Mildred Sims and Jess Dooney

CPD PLANNER (directly relating to this SDP) Staff meeting. Training- Tess/ LA/ RWI / Archdiocese etc All training delivered to staff will be shared at each staff meeting. <i>Monitoring will be completed each term and dates added as calendar develops</i>				
Autumn 1				
	Staff Meetings	SLT Meetings	Training Dates	Training
01.09.25	INSET		10/09/25	Nicola Brandish EYFS YP Jane Mailey EYFS YR Working in school with Staff
Wc. 01.09.25	RE planning (Roisin)	03.09.25- General		
10.09.25	Maths – mental maths strategies (Dorne) CCP's – (Rachel)		15/09/25 15/09/25	Angela Finance training – Sunshine House via Wigan LA Chloe and Roisin at EYFS RED Training – Mercure, Haydock.
17.09.25	Literacy Tree (Diversity Week)	24.09.25- General	16/09/25	Nicola and Alice – keys to communication day 4 via LA
24.09.25	RE Triads – (Roisin)		18/09/25	Mel Attendance training via LA
01.10.25	Write CCP's	03.10.25- policies and responsibilities	22/09/25	Jenny at Y1 RED Training – Mercure, Haydock.
08.10.25	Parents evening drop-in (1hour) and meetings with SEND parents (give times)	08.10.25	08/10/25	Roisin at RE lead meeting – Mercure, Haydock
15.10.25	Monitoring – books and planning Prep			
22.10.25		22.10.25		

School day not staff meeting 23&24.10.25	Pupil voice, assessing childrens learning, Feedback- following on from 15.10.25		
Autumn 2			
5.11.25	Feedback to all staff and reports provided	Date TBC- SLT to complete 'drop in' pupil voice to monitor leads reports	
12.11.25			
19.11.25			
26.11.25	WOWS writing moderation – All year groups		
3.12.25			
10.12.25			
17.12.25			
Spring 1			
Spring 2			
Summer 1			
Summer 2			

Key Issue 1: To embed Rosenshine principles in RE so that children remember more			
Objectives		Success Criteria	
All staff are up-to-date on training for Rosenshine principles. Ensure all staff follow the agreed planning format so that recapping prior knowledge is explicitly planned for. Ensure every year group teaching 'To Know You More Clearly' has a timeline within each Branch as well as across the year. Ensure the RE working wall is interactive and child led so that children can use it to recap learning. All staff utilising Rosenshine principles as the main teaching style. Pupil voice and books show that children can remember more. Attainment at the of each term shows that RE is at least in line with other core subjects.		All staff training is updated and new staff provided with training. Teachers will include a 'Let's remember' slide at the beginning of every lesson as well as at the beginning of every Branch to review prior learning. Monitoring will show that timelines are displayed by the RE working wall and built upon throughout each Branch and across the year and referred to during teaching. Monitoring will show that staff and children are referring to the RE working wall to support teaching and learning so that children can know more and remember more. Lesson observations and triads will show evidence of Rosenshine principles being used where children are given opportunities to recap learning and make links to current learning. Planning and book monitoring show that teachers are explicitly planning using Rosenshine principles and children can show this is working through pupil voice. RE attainment is at least in line with other core subjects and progresses throughout the year focusing on all groups.	
End Autumn Milestones		End Spring Milestones	End Summer Milestones

Staff training to take place. Small group planning meetings to take place. RE triads to take place with Rosenshine principles as a focus of teaching. RE lead display (working wall) monitoring during RE lessons to see teachers and children utilise it to recap learning which will be followed up with feedback and support. Pupil voice and books show that the children can remember knowledge from current and previous topics. Attainment at the end of the Autumn term shows that it is at least in line with other core subjects.	Follow up 1:1 support planning meetings to take place as required based on monitoring. Staff to share ‘good practice’ at the beginning of staff meetings to share strategies that have worked well. Pupil voice and books show that the children can remember knowledge from current and previous topics. Attainment at the end of the Spring term shows that it is at least in line with other core subjects.	Follow up 1:1 support planning meetings to take place as required based on monitoring. Staff to share ‘good practice’ at the beginning of staff meetings to share strategies that have worked well. Pupil voice and books show that the children can remember knowledge from current and previous topics. Attainment at the end of the Summer term shows that it is at least in line with other core subjects.	
Action	Lead & Resources	Monitoring (what, who and when)	Evaluation / Notes
1.1 Rosenshine training – deliver training together. 1.2 New Reception teacher to observe K.Hulme using Rosenshine principles during an RE lesson.	R.Jackson K.Hulme	Autumn 1	10/09/25 – Staff meeting focused on Rosenshine. Follow-up information sheet shared with teachers on 18/09/25 with agreed strategies. Staff also agreed to share good practice at the staff meeting on 24/09/25.
2.1 Staff meeting in Summer 2 2025 in preparation for September to review the importance of recap slides and how to plan them. 2.2 RE lead to monitor RE planning to ensure each lesson has a recap slide.	R.Jackson	Summer 2 2025 (staff meeting 09/07.25) Ongoing	Staff meeting took place – repeated with new Reception teacher on September INSET. Shared agreed planning format with ‘Let’s Remember’ slide.
3. Staff meeting in Summer 2 2025 in preparation for September to ensure the beginning of each new Branch recaps the previous Branches and year group(s).	R.Jackson	Summer 2 2025 (staff meeting 09/07.25)	Staff meeting took place – repeated with new Reception teacher on September INSET. Shared agreed planning format with ‘Let’s Remember’ slide.

4. Teachers should utilise RE timelines to review and recap.	R.Jackson		17/09/25 – RE lead walk around classrooms to check if timelines are being used.
5.1 Based on findings from display monitoring training was provided during Summer 2 2025 on RE working walls in preparation for September 2025. 5.2 RE lead to monitor displays (RE working walls) during RE lessons to observe teachers and children utilise it to recap learning. This will be followed up with feedback and support.	R.Jackson	Summer 2 2025 (staff meeting 16.07.25) Monitoring will take place at the end of Autumn 1.	Staff meeting took place – repeated with new Reception teacher on September INSET. Agreed to follow up with further 1:1 support during the Autumn term as well as support from R.Cregan (shared class teacher)
6.1 RE lead to monitor planning to ensure teachers are planning for explicit links with previous learning throughout lessons. 6.2 RE lead to do a observe lessons to ensure teachers are making explicit links with previous learning throughout lessons.	R.Jackson		
7. Monitoring of books and pupil voice each half term will show that children know more and will remember more.	R.Jackson	See RE monitoring	
8.1 RE lead to monitor and analyse RE attainment at the end of every term and compare it with other core subjects. Findings will be shared with SLT. 8.2 RE lead will have a meeting with each teacher regarding attainment to discuss next steps. 8.3 Moderation staff meetings to discuss progress and attainment to ensure attainment is accurate.	R.Jackson	End of each term. Moderation meetings will take place once per term.	

Key Issue 2: Assessment- To further improve, standardise, embed and report on assessment across all foundation subjects

Objectives	Success Criteria
All subjects are assessed in a consistent and uniform manner. – <i>Uniform is different in different subjects.</i> Assessments are used to inform planning. Subject leads analyse data and monitor subject to ensure they have a thorough understanding of their subjects. Governors aware of standards. Subject leads use data and staff knowledge to inform CPD. Children understand themes and links across the curriculum. The majority of children will reach the expected levels (know and remember end points) in the foundation subjects. Parents informed of children's attainment termly.	New assessment cycle clearly implemented around staff meetings and whole school pupil voice, book scrutiny and outcomes. Assessments are carried out using Knowledge organisers and end points. Excel spreadsheet completed after each unit. Teachers accurately judge what children know and have remembered. Reflection work relates to gaps in learning. Subject leads create report forms for SLT and governors after each 'new' assessment cycle. Governors fully informed as to the outcomes/ standards of the foundation subjects. Staff confident in teaching subjects as have received necessary CPD. Teachers make links to other subjects as and when appropriate to ensure children 'see' threads across the curriculum. Children achieve/ know and remember end points for each unit. Staff report to parents 2 x parents evening Autumn and Spring and end of year report.

Streamline assessment process through ‘new’ cycle.		Staff/governors/pupils and parents are aware of what they ‘need’ to know and reporting in line with workload expectations.	
End Autumn Milestones	End Spring Milestones		End Summer Milestones
‘New’ method of assessment cycle introduced. Staff know expectations of how we assess and record assessments. Pupil voice used across school to show what children know and remember. Assessments completed end of each unit and data logged on spreadsheet. Teacher uses assessment data to inform reflection tasks (revisiting) and future planning. Leaders provide short report- used by SLT, teachers and governors after each monitoring cycle. Staff report to parents regarding attainment verbally at Autumn Parents evening.	‘New’ method of assessment cycle assessed, reviewed, amended (if required) and actioned. Pupil voice shows knowledge retained from Autumn term as well as knowledge gained in Spring term. Spring term assessments created (and amended from Autumn if required). Assessments completed end of each unit and data logged on spreadsheet. Teacher uses assessment data to inform reflection tasks (revisiting) and future planning. Leaders provide short report- used by SLT, teachers and governors after each monitoring cycle. Staff report to parents regarding attainment verbally at Spring Parents evening.		‘New’ method of assessment cycle finalised and embedded. Assessments completed end of each unit and data logged on spreadsheet. Teacher uses assessment data to inform reflection tasks (revisiting) and future planning. Reflection tasks directly address misconceptions/ missed end points. Governors fully informed of standards and outcomes. Majority of children reach EXS- know and remember more (end points) for all assessed subjects. Staff report to parents regarding overall years attainment via written report.
Action	Lead & Resources	Monitoring (what, who and when)	Evaluation

1.1 'New' method of subject monitoring introduced to ensure - All monitoring completed at same time. - Uniform Practise. - Improve outcomes - Give clear, cross school picture to subject leads. - Leaders, teachers and governors clearly informed.	All staff	Teachers know what has to be assessed. 'new' assessment cycle takes place – subject leads.	
1.2 'New' Method – 3 stage process over 3 weeks with staff meeting time, directed time and school time allocated. - Stage 1 staff meeting and directed time. Staff scrutinise books, prepare questions for pupil voice. Talk to teachers to clarify any findings from book scrutiny. - Stage 2 Hall setting. All Subject leads in hall. Children brought into hall for pupil voice and assessment. - Stage 3 Staff meeting and directed time. Feedback to all staff regarding subjects (both whole school and individual feedback). Written reports given to and discussed with SLT and provided to all teachers and governors.	Subject leads Teaching staff. SLT	October and November Staff meetings – see above and directed time. 23&24/10/25 Spring TBC Summer TBC Subject leads SLT	
2.1 Teachers use assessment data to inform future planning. 2.2 Teachers identify gaps in end point knowledge and use reflection time to address gaps. 2.3 Teachers revisit learning and make links across units of work and subjects.	All staff	Subject leads monitor during the monitoring cycle. Leads monitor learning previously identified as 'missing'.	

		Leads monitor what has been taught recently and further in the past to ensure long term retaining of end points.	
3.1 SLT monitor the use, expectation and provision of pupil voice. 3.2 SLT use pupil voice to ensure children makes links across the curriculum.	SLT	SLT to complete 'drop in' pupil voice exercises during each monitoring cycle to ensure children are aware of, and can respond to, pupil voice exercises. Autumn term November Spring TBC Summer TBC	
4. 1 Staff report attainment to parents verbally at Autumn and Spring parents evening and report whole year summative assessment in the end of year report.	All staff	Parents evening monitored by SLT and % attendance collected. End of year reports checked and signed by HT.	
5.. Through monitoring and staff discussion, leaders identify areas of need and organise CPD for staff.	As required	As Required	

Key Issue 3: Raise attainment in Reception in Language and Communication

Objectives			Success Criteria		
To increase children's vocabulary and ability to use language in a range of contexts.			Majority of children meet or exceed age-related expectations in Communication & Language by the end of Reception.		
To improve listening, attention, and speaking skills through structured interactions.			Observations and assessments show improved vocabulary use in play and structured activities.		
To ensure targeted support is in place for children with identified speech, language, and communication needs.			Children confidently take part in conversations, ask questions, and explain their ideas.		
			Targeted interventions show measurable impact for children with speech, language, and communication needs.		
			Language and Communication show measurable impact for children with speech, language, and communication needs.		
End Autumn Milestones		End Spring Milestones		End Summer Milestones	
Baseline assessments completed and children/groups identified for targeted language support.		Data shows improved outcomes in Communication & Language ELG and Language programmes.		Data shows improved outcomes in Communication & Language GLD and Language programmes.	
				Children demonstrate extended sentences, narrative skills, and confidence in 1:1 or group discussions.	

Data shows improved outcomes in Communication & Language ELG and Language programmes. Staff trained in using high-quality questioning and talk strategies. Daily story time embedded with planned vocabulary focus. Parents engaged through workshops or newsletters/noticeboard on supporting language at home.	Targeted language groups running consistently. Increased evidence of children using new vocabulary across the provision. Parents continued to be engaged through workshops or newsletters/noticeboard on supporting language at home.	Clear transition information shared with Year 1 about children's language progress and needs. Parents confident to support language at home.
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Action	Lead & Resources	Monitoring (what, who and when)	Evaluation
1.1 Implement structured oral language programme in pre school – NELI 1.2 Implement structured oral language programme in Reception -Wellcomm 1.3 Implement individual personalised Speech and Language programmes 1.4 Implement targeted interventions with children identified as having a language and communication need.	-Pre-school/YR staff -(SENDCO/ EYFS Lead) - External support: Speech and Language Therapist (where needed)	- Termly data analysis of Communication & Language attainment (EYFS Lead/SLT). - Lesson observations and learning walks with a focus on talk (SLT, termly). - Monitoring of intervention impact (SENCo/SLT- half termly). -Monitoring of programmes - termly	- Termly review of progress against milestones and GLD data. - Observations and Pupil voice to measure confidence and enjoyment in speaking. - Adjust interventions and teaching strategies as needed.

- 2.1 Enhance learning environments with “language-rich” resources, prompts, and role-play opportunities. - vocabulary focus flowers - ‘5 a day’ new vocabulary (added to planning documentation) - well resourced role-play	Pre-school and Reception staff	- Lesson observations and learning walks with a focus on talk (SLT, termly)	
3.1 Embed dialogic teaching strategies (open ended questions, sharing, building ideas, reasoning, discussion, respectful disagreement) and high-quality questioning across the curriculum. - blank level questioning prompts displayed around room with record of individual levels - ELKLAN hand diagram displayed	Pre-school and Reception staff	- Lesson observations and learning walks with a focus on talk (SLT, termly)	
4.1 Embed whole school strategies and principles into teaching and learning: - Rosenshine - Stem sentences - Read, write, inc signals			
5.1 CPD for staff on early speech and language development.	WOWS pre-school group EAL training online (EYS meeting time TBC) Early Language and Literacy within	dates	

