



All Saints Catholic Primary School

School Development Plan Summary (2026–2027)

1. Our Vision for Learning & School Context

Our Catholic Vision: Caring, Sharing and Loving

Inspired by Christ's teaching and guided by our Catholic faith, All Saints Primary School is a nurturing community where every child is known, valued, and encouraged to fulfil their God-given potential. Through positive relationships and carefully planned enabling environments, we empower children to become independent, confident, and ambitious learners.

All Saints Catholic primary School serves a diverse and supportive community with a strong commitment to overcoming socio-economic barriers. In September 2026, our total roll stands at 148 pupils across Reception to Year 6. Over 52% of our cohort (77 pupils) are eligible for Free School Meals (eFSM), and 27 pupils receive English as an Additional Language (EAL) support. We maintain strong staff stability, inclusive pastoral structures, and close partnerships with families.

Pupil Cohort Profile (September 2026)

Metric	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Total Cohort	16	21	19	22	23	25	22	148
Male / Female	9 / 7	10 / 11	12 / 7	10 / 12	14 / 9	10 / 15	8 / 14	73 / 75
eFSM Provision	8	12	8	10	16	13	10	77
EAL Support	4	5	1	6	3	4	4	27

2. Progress Against Estyn Inspection Recommendations

External validation and internal evaluation confirm substantial progress across our core improvement recommendations:

- **Recommendation 1 (R1) — Strengthening Self-Evaluation:** Established a robust Monitoring, Evaluation, and Review (MER) cycle. Performance Management and PDR cycles are now directly aligned with school improvement priorities.
- **Recommendation 2 (R2) — Coherent Curriculum & Independent Learning:** Embedded 'project placemats' and progressive writing toolkits across all year groups, enhancing curriculum coherence and pupil choice in learning.
- **Recommendation 3 (R3) — Teaching Challenge & Feedback:** Implemented the whole-school '3Es' teaching framework and '5 Questions for Clarity'. Introduced precise 'in-the-moment' verbal and live feedback practices.

3. Priorities for 2026–2027 (Year 1)

Priority 1: Strengthen the quality, accuracy and consistency of self-evaluation so that it leads directly to well-focused, measurable and sustainable school improvement

Strengthen the quality, accuracy, and consistency of self-evaluation so that leadership actions directly translate into well-focused, measurable improvements in teaching quality and pupil outcomes. Key actions include expanding middle leadership capacity (AoLE and Phase leads), embedding a systematic half-termly MER cycle, and routinely triangulating learning walks, book scrutiny, and pupil voice.

Priority 2: Raise attainments in standards in speaking and listening through developing high quality talk

Raise standards in speaking and listening across all phases through high-quality talk, structured partner discussions, and daily rhyme and storytelling routines. Because many pupils enter school with vocabulary below age-related expectations, we prioritize pre-reading skills, systematic phonics ('Superhero Spellers' in Years 3–6), and an engaging reading culture through family PACT sessions.

Priority 3: Raise attainment in standards in writing, particularly for lower-attaining learners

Transform writing provision for lower-attaining pupils by shifting from volume reduction to targeted pedagogical scaffolding. Through collaborative planning, staff professional learning ('Scaffolding vs. Simplifying'), structured sentence stems, and the 'Independent Learners Start-Try-Keep Going-Improve' model, every child is supported to make strong progress from their individual starting points.

4. Three-Year Strategic Plan (2026–2029)

Academic Year	Strategic Focus Areas	Core Deliverables & Outcomes
Year 1 (2026–2027)	• Leadership Self-Evaluation • High-Quality Oracy & Talk • Scaffolded Writing Progress	Embedded MER cycles, structured talk routines, tailored writing toolkits, and baseline progress acceleration.
Year 2 (2027–2028)	• Numeracy & Independence • Whole-School Reading Culture • Consistent Assessment & Feedback	Extended reasoning skills across AOEs, embedded love of reading, and systematic live feedback practices.
Year 3 (2028–2029)	• Enabling Environments • Advanced Independent Reading • High-Impact Assessment Systems	Self-regulated learner independence, mature curriculum progression, and sustained academic excellence.

5. Attendance Pathways & Community Partnership

Recognizing that regular attendance is essential for academic success, All Saints conducts fortnightly attendance tracking aligned with the Blaenau Gwent Pathways. We combine prompt early interventions (supportive phone calls, parental meetings) with positive reinforcement and cluster Attendance Circles. Additionally, our weekly community food pantry and termly PACT sessions foster strong, supportive relationships with all families.

Caring, Sharing, Loving

For questions or further information regarding our School Development Plan, please contact the school office.