



ROSARY SCHOOL DEVELOPMENT PLAN PRIORITIES 2026-27



RE	• To embed the new Religious Education Directory (RED) across the school. • To support new staff in understanding the distinctive nature of Catholic education. • To support the successful transition of the new REC
Curriculum and Teaching/Achievement	• Cultural Arts Programme - To deepen and refine our cultural arts and creativity skills, knowledge and enrichment, ensuring consistent, high-quality provision across the curriculum.
	• Literacy - Embed the new writing framework using oracy and purposeful outcomes, alongside adaptive teaching, to accelerate progress for SEND and disadvantaged pupils, with a focus on boys/EAL throughout the school. • Early Reading - Re-establish high attainment in early reading and phonics, returning outcomes to strong standards to meet ambitious targets (at least national average) through rigorous cohort tracking and targeted support.
	• Maths - Embed regular problem-solving and reasoning activities, using targeted fluency support alongside adaptive teaching to accelerate progress and outcomes for SEND and disadvantaged pupils.
Inclusion	• Environment - To further strengthen accessibility within classrooms and create additional spaces that optimise learning environments for all pupils, specifically SEND and disadvantaged children.
	• Enrichment - To systematically monitor, evaluate and increase the participation of disadvantaged pupils in enrichment opportunities, ensuring all pupils benefit from the wider curriculum and opportunities for personal development.
Early Years	• Maintain overall high GLD outcomes by closing internal equity gaps - specifically accelerating the performance of boys (writing/GLD) and EAL pupils to align with Camden averages. • Strengthen curriculum quality across EYFS by elevating outcomes in Understanding the World to national benchmarks and successfully inducting the new Nursery ECT.
Attendance & Behaviour	• Autumn Term & Boundary Attendance Drive: Improve overall school attendance, specifically targeting the Autumn term dip and preventing pupils in the 90–95% bracket from slipping into persistent absence. • Targeted Reduction of Persistent Absence in Vulnerable Groups: Rapidly reduce persistent absence among disadvantaged pupils (FSM/PP), pupils with SEND, and those with SEMH needs.
Leadership	• Wellbeing - Deepen and sustain our whole-school approach to positive mental health and wellbeing, ensuring consistency across all stakeholders while providing robust support for staff managing high-needs cohorts.
	• Induction - Create a supportive and rigorous Rosary induction programme for all new staff, ensuring a seamless transition into roles that maintains high standards of adaptive teaching, learning, and school routines and organisation.