



Providing outstanding education for our children with 'The Joy of the Gospel' at its heart

School Improvement Plan 2025/2026 St. John's Catholic Primary School, Banbury

Vision Statement

At St. John's, our vision is to be a Christ-centred learning community where every child is known, valued, and nurtured to grow in faith, wisdom, and love. Inspired by the Gospel message and our mission:

"Love one another as I have loved you." – John 13:34

We strive to ensure that every aspect of our school reflects our Catholic identity and commitment to the dignity of each individual.

Curriculum Excellence

We are dedicated to delivering a broad, ambitious, and engaging curriculum that ignites curiosity, celebrates creativity, and fosters deep understanding. Our curriculum is rooted in Gospel values and aims to develop the whole child — intellectually, spiritually, morally, and emotionally. Through high-quality teaching and inclusive practice, we prepare children to become lifelong learners and stewards of God's world.

Catholic Life and Mission

Our faith is at the heart of all we do. We actively promote the teachings of Christ through daily prayer, worship, acts of service, and a strong partnership with our parish and families. Through Religious Education, Catholic Social Teaching, and a lived-out commitment to justice and compassion, we empower our children to be witnesses of the Gospel in their words and actions.

Inclusion and Equity

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Guided by Christ's example, we believe every child is made in the image of God and deserves to flourish. We are committed to removing barriers to learning, embracing diversity, and promoting equity so that all pupils — regardless of background, need, or ability — can succeed and feel a true sense of belonging. Our provision is inclusive, nurturing, and responsive to the needs of each learner.

Leadership Development

We recognise that leadership is a vocation, and we are committed to developing faith-filled leaders at every level — from our pupils to staff and governors. We provide opportunities for children to grow in confidence, take responsibility, and live out the values of servant leadership. Our school invests in the professional and spiritual development of all staff to build a strong, sustainable culture of excellence and Catholic witness.

Final Commitment

Our School Development Plan is more than a roadmap for improvement — it is a reflection of our shared mission to educate hearts and minds, nurture faith, and ensure every member of our community is inspired to live out God's calling with courage, joy, and hope.

Achievement gaps and focus for 2025-26

- Children working 'just below' ARE.
- End of KS2 results

* *CSI/Ofsted Priorities*

CSI

- Not all pupils receive the full entitlement of Religious Education, as prescribed by the Bishops' Conference of England & Wales. Improve the teaching of Religious Education so that all lessons are at least good and contribute to good outcomes for all groups of pupils.

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- Pupils' preparation of Collective Worship is overly reliant on the adults in school. Develop pupils' leadership skills so that they are regularly involved in the planning of prayer and liturgy.
- The quality of provision for Religious Education is not consistently good, consequently some groups of pupils do not make enough progress. Ensure that 10% of curriculum time is allocated to the teaching of Religious Education for all pupils at all times.

OFSTED

- The teaching of the revised curriculum is not yet developed to meet the needs of all pupils. This means that some pupils can struggle to secure knowledge in a minority of subjects. Leaders need to focus on developing teachers' knowledge of how to adapt the curriculum so that it meets the needs of all pupils.
- In some foundation subjects, curriculum thinking does not yet link important knowledge between different topics. This means that pupils do not build a deep enough understanding of important concepts in these subjects. Leaders need to refine curriculum thinking so the curriculum re-visits and further embeds important knowledge across topics.

1. Catholic Life <i>Good December 2021</i>	2. Leadership and Governance OFSTED Good 2023
<p>1.1 To improve the teaching of Religious Education so that all lessons are at least good and contribute to good outcomes for all groups of pupils.</p> <p>1.2 To Develop pupils' leadership skills so that they are regularly involved in the planning of prayer and liturgy.</p> <p>1.3 To ensure that 10% of curriculum time is allocated to the teaching of Religious Education for all pupils at all times.</p>	<p>2.1 To establish clear leadership roles in school, including the Governing body and subject leaders.</p> <p>2.2 To Further develop the skills of the governing body, so that they are well placed to monitor, support and challenge appropriately.</p> <p>2.3 To Develop a system for monitoring the progress of school improvement initiatives led by middle leaders.</p>

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<p>1.4 To develop Catholic Social Teaching in the wider curriculum and develop pupils understanding of how CST shapes their daily actions in the school and the wider world. Thus promoting service and social justice.</p> <p>1.5 To Develop relationships with Parish and new head.</p>	<p>2.4 To strengthen subject and middle leadership capacity through targeted professional development, collaborative planning and distributed leadership opportunities.</p> <p>2.5 To support and develop the new Headteacher to ensure that the school continues to remain at least good.</p> <p>2.6 To ensure that all staff feel supported and well-being is high. Staff feel valued and supported to do their jobs effectively.</p> <p>2.7 Leaders build and sustain strong, long-term partnerships with parents, carers and the local community, which in turn has a positive impact on the pupil's well-being and achievement.</p>
<p>3 Quality of Education (OFSETD Good 2023)</p>	<p>4 Behaviour and Attitudes (OFSTED Good 2023)</p>
<p>3.1 To develop the curriculum, with a focus on progression and sequential teaching. To begin to revise the curriculum to develop a 'St. John's' curriculum that is broad, balanced, progressive and inclusive. The curriculum is effectively sequenced to build upon children's prior learning and enable children to widen their knowledge and understanding.</p> <p>3.2 To develop a higher percentage of those achieving at ARE.</p>	<p>4.1 A strong, shared culture of positive behaviour is created. Pupils' behaviour remains exemplary in all settings of the school environment.</p> <p>4.2 Pupils have strong aspirations and motivation to challenge themselves. They demonstrate cooperation, collaboration and resilience.</p>

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<p>3.3 Early SEN identification/ Continue to monitor the attainment and progress of groups of learners... Ensure groups of children who are most vulnerable to not achieving their potential make good progress by focusing on the classroom environment and adapting the curriculum (SEE SEND ACTION PLAN).</p> <p>3.4 To continue to improve the curriculum and standards in reading, writing and maths.</p> <p>3.5 Develop the use of monitoring to ensure high quality teaching so that children develop knowledge and skills to achieve best possible outcomes, especially in...</p> <p>3.6 To develop and embed the use of double page spread as a form for AFL in foundation subjects- beginning with science and humanities.</p> <p>3.7 Scaffolding/ access to curriculum and access to scaffolding for all</p>	<p>4.3 To ensure pupils can self-regulate and have a consistent approach to zones of regulation to support children in controlling their emotions.</p> <p>4.4 To continue to improve whole school attendance and punctuality and reduce the number of persistent absentees.</p>
<p>5 Personal Development (OFSTED Good 2023)</p>	<p>6 Early Years (OFSTED Good 2023)</p>
<p>5.1 Pupils understand and live out the British Values and Catholic Virtues. They understand and appreciate their role, vocation and responsibilities in the world.</p>	<p>6.1 To further develop subject knowledge of all EY staff so that continuous and enhanced provision meets the needs of all pupils.</p>

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5.2 To provide a broad and rich programme of personal development, including high quality RSHE, opportunities for pupil leadership and experiences that build character and resilience. Experiences are open to all pupils, to develop their talents and interests.

5.3 To promote emotional well-being and mental health through a whole school approach, equipping pupils with strategies to manage, change, challenge and transition.

5.4 To foster a sense of belonging for all students, promoting positive relationships and attitudes.

5.5 To implement strategies to reduce and eliminate barriers to learning and participation.

5.6 To develop children's spoken language through debate and discussions and to have a priority on developing new vocabulary and meanings in each lesson (Oracy)

5.7 To enable children to grow leadership within the school, ensuring pupil voices and opinions are heard in improving both the school and local community.

5.8 to train a member of staff as Forest School lead to enable chn to access a variety of curriculum initiatives and life skills through outdoor learning.

6.2 To continue to develop language rich environments and high-quality adult interactions that promote vocabulary acquisition and oracy from the earliest stages.

6.3 To enhance the EYFS curriculum to ensure children are well prepared for the transition to Key Stage 1, with strong foundations in early reading, numeracy and self-regulation.

6.4 Ensure a rigorous and comprehensive monitoring system is in place, especially in light of less experienced EYFS staff, so that all aspects of Early Years effectiveness are kept under review, with a consistent approach to implementing Development Matters.

6.5 Work with the PFMAC on whole MAC supporting and enhancing EYFS.



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