

School Development Plan 2026-2029



Inspired by Christ, Working together, Achieving our best

SAFEGUARDING STATEMENT

St Joseph's Catholic Primary School is committed to Safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Mission Statement

Inspired by Christ, Working together, Achieving our best

Our Vision and Ethos

We are inspired by St Joseph the worker who dedicated his life to Christ. We deliver a bespoke, rich and broad curriculum that develops children's knowledge, skills and talents for now, for the future and to make the world an even better place. We embrace a lifelong journey where everyone is equally valued and equipped to be creative and discover new learning. Learners develop the skills to work both independently and collaboratively, be determined, curious, and memorise important facts.

Values

Share God's love with everyone. Make thoughtful choices. Ask for help when we need it. Respect others, our environment and ourselves. Take responsibility for our thoughts, our words and actions

Context:

St Joseph's Catholic Primary School was opened by the Sisters of Mercy in 1930 and is located on Scratton Road in Stanford-le-Hope. It is a vibrant Catholic primary school that enjoys a rich partnership with both the local community and the Parish of Our Lady and St. Joseph. The school is committed to providing a nurturing environment inspired by Christian values, where students are encouraged to achieve their best. St Joseph's Catholic Primary School is a one form entry school. The school converted to an academy in 2018 within the Christus Catholic Trust, comprised of seven Catholic Primary Academies across south Essex. In June 2024 the school received a Requires Improvement grading with Ofsted within which Behaviour and attitudes, and Personal development was graded as Good.

Stanford-le-Hope is a historic parish located in the southern part of Essex, England, near the estuary of the River Thames. The village has evolved significantly over the centuries, transitioning from a small, isolated settlement to a more connected community.

Historical Context

Stanford-le-Hope was part of the Orsett Union of the Barstable Hundred and remained relatively isolated for many years. The village's development was influenced by its location on the road from London to Prittlewell, with key routes such as London Road, King Street, and Southend Road.

Socio-Economic Factors

- **Social Class:** The area has a mix of social classes, including concentrations of professionals and unskilled labourers.
- **Employment:** Historically, the local economy was driven by agriculture and small-scale industries. In recent years, the proximity to London and the Thames Estuary has influenced economic activities, including logistics and services.
- **Housing:** The village has seen various housing developments over time, from traditional estates to modern residential areas.

The school is located in an increasingly diverse community with many parents working locally working at DP World – London Gateway Multipurpose Port, commuting into London for various roles and working in seasonal retail locally, at Lakeside shopping centre and the Amazon fulfilment centre. The area has a historically transient community with families moving out of London to Thurrock and then, in time, move to more affluent areas.

St Joseph's has a 69.28% stability rate which is well below average for similar schools. At St Joseph's 48% of the pupils are White British and 29%, Black African. This proportion reflects the local community. The proportion of EAL pupils is average for similar schools. Pupils typically arrive in reception with low literacy levels. FSM rates are close to average for similar schools 39% of pupils are baptised Catholic and 41% are of other Christian denominations. 8% have a different faith and 12% have no recorded faith.

Three Year Strategic Plan

	2025-26	2026-27	2027-28
Catholic Education	1. Pupils' understand and can articulate how Catholic Social Teaching shapes their daily actions in the school and wider community. 2. All RE teaching is "secure" or better enabling all children to make as much progress as possible from their various starting points. 3. RE outcomes are inline with Diocesan averages. 4. Pupils to regularly deliver prayer and liturgy in its many forms across the school	1. Pupils' understanding of CST is excellent and can relate their actions to scripture. 2. All RE teaching continues to be "secure" or better with an increasing number of lessons which are "strong" 3. RE outcomes are inline with Diocesan averages. 4. Pupils take an increasing role in the preparation of prayer and liturgy across the school.	1. Pupils demonstrate a deep and sustained understanding of CST, independently applying it to real-life situations and taking active leadership in shaping the school's Catholic life and mission. 2. All RE teaching is consistently "strong" or better, resulting in highly effective learning for all groups of pupils. 3. RE outcomes are consistently inline with Diocesan averages, 4. Pupils lead and shape prayer and liturgy across the school, showing confidence, creativity and independence.
Leadership and Governance	1. Distributed leadership is evident across the school with clearly defined responsibilities 2. Curriculum leaders' have a secure understanding of their subject area and their actions are well judged and considered. 3. Governors/Trustees have an accurate understanding of the school's context, strengths and weaknesses	• The new leadership team are effectively embedded in their roles, providing clear, confident leadership that drives school improvement • Leaders are increasingly confident within the areas of responsibility and make well informed decisions. • Governors/Trustees continue to have an accurate understanding of the school's context, strengths and weaknesses	1. Leadership of the school is embedded and sustained. 2. Curriculum leaders are highly skilled and impactful, ensuring their subject areas are consistently strong, with innovative practice shared across the school. 3. Governors/Trustees provide strategic challenge and support at a high level, using secure, triangulated evidence to ensure continued improvement and accountability across all areas of the school.

Curriculum and teaching	1. The curriculum is carefully planned with considered adaptations to meet the needs of all children. 2. All teaching is secure or better. 3. Teaching demonstrates considered adaptations to meet the needs of all children.	1. All teaching is the expected standard or better with feedback moving on children's learning. 2. Teaching is lively and engaging with all pupils demonstrating strong levels of engagement. 3. Teaching demonstrates skilfully chosen adaptations to meet the needs of all children 4. The curriculum is refined and all staff are increasingly confident to step away from commercial schemes.	The curriculum is coherently designed, ambitious and fully embedded, with all staff confidently adapting and innovating beyond commercial schemes to meet the needs of all learners. Teaching is consistently highly effective, characterised by purposeful, engaging learning experiences that secure excellent progress for all pupils. Teaching demonstrates expert, responsive adaptation, ensuring the needs of all children are anticipated and met precisely, including those with SEND and disadvantaged pupils.
Achievement	1. Attainment targets are aspirational considering the starting points of individuals. 2. Progress of all children is relentlessly tracked with action plans created to support accelerated progress.	1. Attainment targets are aspirational considering the starting points of individuals. 2. Progress of all children is relentlessly tracked with action plans created to support accelerated progress. 3. Attainment in all areas is at National or better.	Attainment in all areas is at National or better. Children in receipt of pupil premium make more than expected progress as a result of carefully considered provision

Behaviour and Attendance	1. The development of de-escalation plans for SEND children and those in need of regular reregulation. 2. The implementation of de-escalation plans for SEND children and those in need of regular reregulation. 3. Embed a clear behaviour system which meets the needs of all. 4. Staff are systematic in teaching children how to approach their learning (learning behaviours). 5. To achieve national standards for attendance- 95% 6. To support those children on a part time timetable ensuring all have an superb curriculum offer which meets need.	1. De-escalation plans are embedded within the school and are used by all staff. 2. Refine behaviour system and consider the implementation of TPP. 3. Staff are systematic in teaching children how to approach their learning (learning behaviours). 4. To maintain and build upon national standards for attendance.	De-escalation plans are highly effective, consistently reviewed and precisely tailored, ensuring all SEND pupils and those requiring regulation are fully supported to succeed. The behaviour system is fully embedded and expertly applied by all staff, with continuous refinement ensuring it meets the needs of all pupils, including through highly effective use of the TPP Staff demonstrate expert practice in explicitly teaching learning behaviours and learning behaviours across the school are exemplary, Attendance is consistently above national for all groups of children
Personal Development	1. To develop a well-planned and progressive enrichment offer.	1. To refine and embed the enrichment offer 2. Children have authentic opportunities to lead in a variety of areas.	1. To further embed and sustain a highly effective enrichment offer, ensuring it is inclusive, ambitious and responsive to pupil voice. 2. Children consistently lead and shape enrichment opportunities across a wide range of areas, demonstrating leadership, independence and responsibility

Inclusion	1. Pupils who face barriers to learning alongside those with SEND are identified rapidly and effective support, underpinned by research, put in place. 2. SENCo has national SEND qualification.	1. There is a culture of systematic review of adaptations, adjusting them as needed to make a sustained difference to pupils' 2. One plans are purposeful, used and known by all staff. 3. PPG chn achieve in line with their peers	1. Refine One Plans to become impact-driven working documents, with clear links between need, strategy, and measurable outcomes.that are co produced with parents 2. Pupil Premium pupils not only achieve in line, but close gaps rapidly and exceed national expectations where possible 3. Develop middle leaders' role in monitoring and driving improvements in adaptations, One Plans, and PPG outcomes.
Safeguarding	1. Safeguarding is effective 2. Families are supported to access Early Help in a timely manner. 3. Onboarding process for new staff is well planned, well delivered and meets the requirements of safer recruitment.	1. Safeguarding is effective 2. Onboarding process for new staff is well planned, well delivered and meets the requirements of safer recruitment.	Safeguarding is highly effective, proactive and embedded in the culture of the school , with all staff demonstrating vigilance and expertise.
Early Years	1. Early Years curriculum is sequential and well planned. 2. Early Years provision is exciting and engaging meeting the needs of all children. 3. All staff's interactions with children are highly effective in improving children's communication and language and vocabulary.	1. Early Years is strong in all areas. 2. All staff's interactions with children are highly effective in improving children's communication and language and vocabulary 3. Outdoor learning to reflect the high-quality provision that is inside.	1. Early Years provision is exemplary across all areas, including the outdoor area, with a highly ambitious, well-sequenced curriculum that secures outstanding outcomes for all children. 2. All staff interactions consistently demonstrate expert practice, significantly enhancing children's communication, language and vocabulary.

CCT Overarching Strategic Objectives

To further develop Catholic Leadership across all CCT schools through the formation and collaboration of DHT and RE leads in assessment systems and processes.

Disadvantaged pupils and those with SEND, achieve strongly across the curriculum, gaps are narrowed and their achievement is sustained over time.

A strong and sustained relationship focussed approach to providing high quality care and support for all pupils, including disadvantaged and pupils with SEND.

All staff interactions are highly effective in improving children's learning through communication, language and vocabulary

Distributed leadership is evident throughout the school with clearly defined roles and responsibilities.

To develop through our CCT partnership, a trust wide approach to enriching the curriculum for all children.

School Objectives and Priorities

Catholic Education	Leadership and Governance	Curriculum and teaching
- Pupils' understanding of CST is excellent and can relate their actions to scripture. All RE teaching continues to be "secure" or better with an increasing number of lessons which are "strong" RE outcomes are inline with Diocesan averages. - Pupils take an increasing role in the preparation of prayer and liturgy across the school.	- The new leadership team are effectively embedded in their roles, providing clear, confident leadership that drives school improvement Leaders are increasingly confident within the areas of responsibility and make well informed decisions. Governors/Trustees continue to have an accurate understanding of the school's context, strengths and weaknesses	- All teaching is the expected standard or better with feedback moving on children's learning. - Teaching is lively and engaging with all pupils demonstrating strong levels of engagement. - Teaching demonstrates skilfully chosen adaptations to meet the needs of all children - The curriculum is refined and all staff are increasingly confident to step away from commercial schemes.
Achievement	Behaviour and Attendance	Personal Development and Wellbeing
Attainment targets are aspirational considering the starting points of individuals. Progress of all children is relentlessly tracked with action plans created to support accelerated progress. Attainment in all areas is at National or better.	De escalation plans are embedded within the school and are used by all staff. Refine behaviour system and consider the implementation of TPP. - Staff are systematic in teaching children how to approach their learning (learning behaviours). - To maintain and build upon national standards for attendance.	- To refine and embed the enrichment offer Children have authentic opportunities to lead in a variety of areas.
Safeguarding	Inclusion	Early Years
Safeguarding is effective Onboarding process for new staff is well planned, well delivered and meets the requirements of safer recruitment.	- There is a culture of systematic review of adaptations, adjusting them as needed to make a sustained difference to pupils' - One plans are purposeful, used and known by all staff. PPG chn achieve in line with their peers	Early Years is strong in all areas. All staff's interactions with children are highly effective in improving children's communication and language and vocabulary Outdoor learning to reflect the high-quality provision that is inside.