

Holy Cross Catholic Primary School

School Development Plan

2025-2026



Building relationships with god and each other, working hard in faith and hope to give our best in all things

SAFEGUARDING STATEMENT

Holy Cross is committed to Safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.



Vision

Keeping Christ at the centre of all we do, we will inspire children to dream, believe and achieve

Mission

'Building relationships with God and each other, working hard in faith and hope to give our best in all things.'

Our Core Values

Respect, Honesty, Tolerance, Justice and Forgiveness

Context

Holy Cross is a Catholic Primary School with a 30-hour Nursery, situated in a large urban area to the northwest of Thurrock. We are part of the Christus Catholic Trust and we work in partnership with six local Catholic primary schools across Thurrock and Essex. The schools of the Christus Catholic Trust are unique and united in partnership and service to our communities and global home. The school is situated in a rapidly developing area comprised mostly of social housing. 42% of pupils are baptised Catholics, the remainder are mainly other Christians. 57% of pupils are from Black African, Black Caribbean or any other Black Background. The school is in a single storey building with spacious, well- resourced outdoor areas for play and learning. Holy Cross has a high level of pupils with SEND; 23 children have EHCP's and a further 32 children on SEN Support and pre SEN monitoring. We have a wide range of varying need including 10 pupils with Autism Spectrum Disorder, 2 pupils with physical disabilities and 29 pupils with speech, language and communication needs. Children come in to Holy Cross well below average overall, the prime areas come in below average as most children can indicate their needs and can separate from parents however the PSE is still very low; speech and language is an issue and the level of need is very high with 35% of our current EYFS having a SEND need. Progress is good as children leave Holy Cross in line with national averages in all areas at the end of key stage.

Changes since last Inspection

OFSTED: Good – June 2024

CSI: Outstanding – June 2019

Processes and Consultation

In June 2025 the Leadership Team worked together to produce the Priorities for the SDP. The plan was drawn up in July 2025 with consultations involving pupils, staff, parents and Governors. The priorities has been shared with all Governors at the LGC meeting in July 2025.

Monitoring

The school has a very rigorous system of Monitoring, Evaluation and Review. This is a cyclical process that repeats itself during the year, with monitoring feeding into creating targets, including Performance Management Targets, these are shared and training as needed is provided, these are then reviewed and as needed, targets are set. Additional training may be provided either to a whole staff team or on an ad hoc basis. All impact is monitored to ensure it is effective. The plan will be monitored by the Headteacher, Deputy Headteacher, Governors and School Improvement Partner (SIP) in senior leadership meetings, in staff meetings and at Governors' committees, with written progress updates included on the SDP. Detailed plans and proposals and progress on certain issues are reported to parents through regular newsletters, the website and Twitter.

Holy Cross Catholic Primary School Context

School context

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Areas of Strength	Areas to Develop;
<ul style="list-style-type: none"> • Attainment by the end of Year 6 is in line with national averages from well below average starting points • Early reading and year 1 phonics provision and data demonstrates good progress and in line with national averages • Progress by the end of Year 6 is good demonstrating a strong impact (QE) by the end of Year 6 • Pastoral support is strong and behaviour of all learners is good • Curriculum is strong and provision for all learners is effective 	<ul style="list-style-type: none"> • To ensure all learners are consistently challenged and achieve their full potential through accurate formative assessment that impacts on targeted feedback and planning. • To enhance and develop oracy to ensure all learners are challenged to develop language across all areas of learning • To enhance the learning behaviours of all pupils through the skills builder approach • To embed leadership teams and ensure they work in collaboration to support whole school development in identified areas.

Development Since Last Inspection

Development Point	Progress Made
On some occasions, teachers do not accurately check pupils' learning and, therefore, do not provide next-step activities that move pupils on in their learning. As a result, some pupils do not learn as much as they could. The school should ensure that teachers chose activities that precisely match the next steps needed for all pupils' learning.	Review and audit of marking and feedback policy with staff and pupils to develop next step practice through feedback summative and formative assessments. Monitoring and CPD cycle linked to adaptative teaching is established and developed across the school.
Sometimes, teachers' expectations for pupils' learning behaviours are not as high as they might be. This means some pupils struggle to listen attentively. It causes them to miss important demonstrations and instructions, which affects their achievement. The school should ensure that learning behaviours expectations are clear and that all staff are equipped to ensure these are applied consistently, so that every pupil is ready and able to listen and learn.	Review and audit of pupils learning behaviours with all stakeholders involvement in the development of a whole school behaviour charter to ensure consistently high expectations are developed and maintained.

Successes

After consultation with the staff, governors, parents and children the following successes and aspirations were identified -

Implementation of the RED in EYFS and key stage 1 leading into key stage 2 (Staff feedback)	'I like the things we have done in faith council, like after assembly we went to the chapel and Father Francis blessed it with holy water.' (Yr 3 pupil)	'I like the Easter assemblies because it represents when Jesus went to heaven.' (Year 1 pupil)	'I like it in RE when we learn about Jesus.' (Year 1 pupil)	'I like the RE topics and how we finish them. I like visiting church so we can be followers of Jesus.' (Year 5 pupil)	Children deepening their relationship with God through prayer and liturgy (Staff feedback)
'I like the recognition board because once someone gets on it, everyone tries to get on it.' (Year 3 pupil)	'In Holy Cross, we have a worry box so when we are worried about something and we don't want to say it, so we write it down and put it in the worry box.' (Year 5 pupil)	'I liked the residential because it helped to build my independence.' Yr 6 Otito	'I like the picnics.' (Year 2 pupil)	'I like how the school matures us for secondary school and teaches us how to behave like civil people.' (Year 5 pupil)	Pupil progress in St Ursula's very positive with more children in class accessing the curriculum. (Staff feedback)
'I think that Holy Cross is getting more safe for us like the school gates and our statement ready, respect and safe.' (Year 5 pupil)	'I like how safe the school is and how they stop fighting, the rules ready, respect and safe keep us safe.' (Year 5 pupil)	Development of scaffolding resources and consistency across the school – use of WIGIT resources, hands on resources (Staff feedback)	Linking learning to the skill of the week in weekly assemblies (Staff feedback)	More opportunities for subject leads to monitor and provide support for teachers and support staff (Staff feedback)	'I like the recognition board because once someone gets on it, everyone tries to get on it.' (Year 5 pupil)
'In Holy Cross, we have a worry box so when we are worried about something and we don't want to say it, so we write it down and put it in the worry box.' (Year 5 pupil)	Parent communication through workshops, newsletters and dojo and invited to engage with school and curriculum (Staff feedback)	'I liked the residential because it helped to build my independence.' (Year 6 pupil)	Enrichment opportunities mapped out with shared responsibilities (Staff feedback)	Wider curriculum offer for all children – music, wellbeing, assemblies, school visits and visitors (Staff feedback)	Catholic life and mission portfolio and activities (Staff feedback)

Analysis of Data

EYFS

All children GLD

	GLD	Target
	59	66

Pupil Premium

Pupil Premium GLD	
	50

SEND

SEND GLD	
	0

Key Stage 1

All children

	Reading		Writing		Maths		Combined	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Targets	68	32	75	25	68	21	60	14
2024-2025	68	39	71	32	75	24	64	17

Key Stage 1 Pupil Premium (7 pupils)

	Reading		Writing		Maths	
	EXS	GDS	EXS	GDS	EXS	GDS
2024-2025	43	14	71	14	57	14

Key Stage 1 SEND (5 pupils)

	Reading		Writing		Maths	
	EXS	GDS	EXS	GDS	EXS	GDS
2024-2025	20	0	20	0	40	0

Key Stage 2

All pupils

	Reading		Writing		Maths		GPS		Combined	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Targets	80	37	73	17	73	43	70	23	67	16
2024-2025	90	37	77	23	83	37	87	30	77	13

Key Stage 2 Pupil Premium

	Reading		Writing		Maths		GPS	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
2024-2025	89	11	100	0	100	11	100	11

Key Stage 2 SEND

	Reading		Writing		Maths		GPS	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
2024-2025								

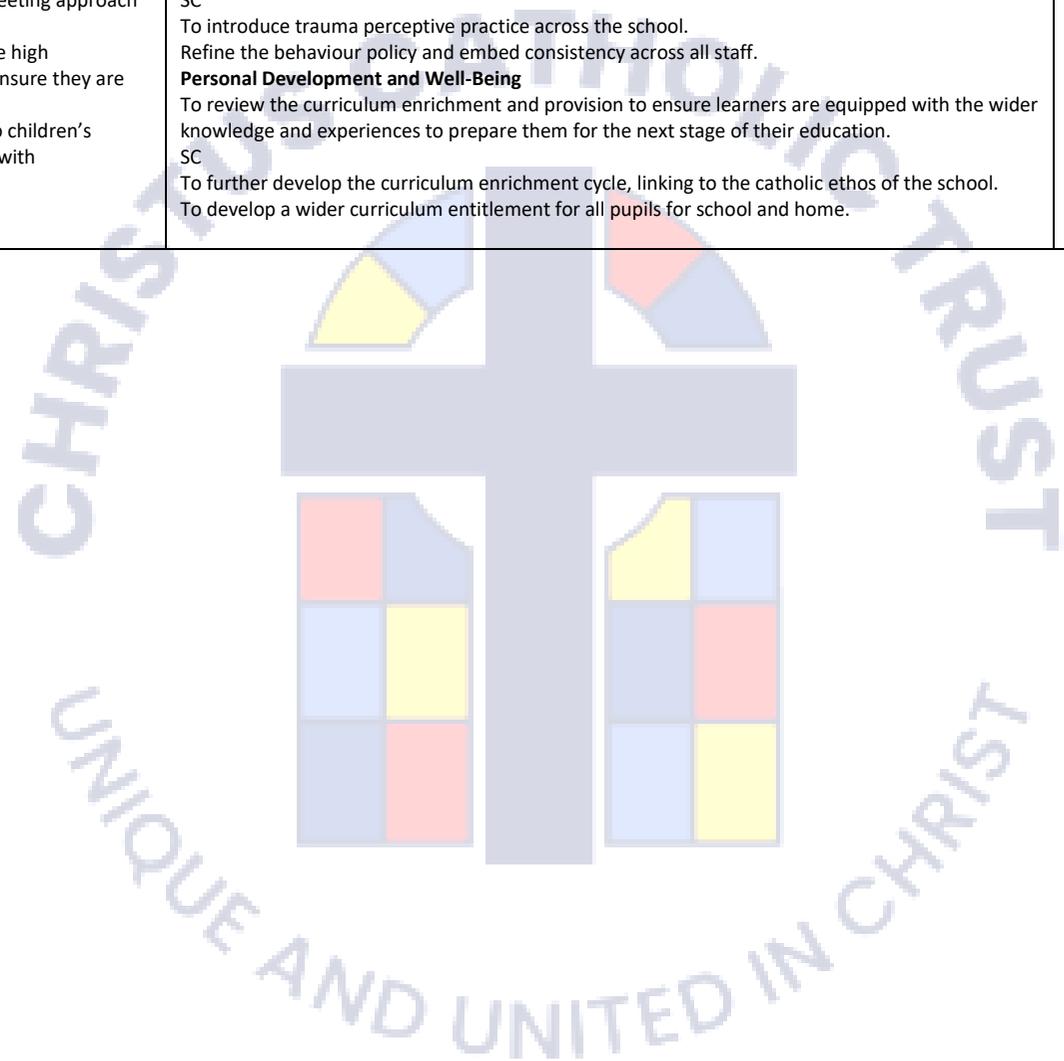


Three Year Strategic Plan

Year 1 Priorities 2024-2025	Year 2 Priorities 2025-2026	Year 3 Priorities 2026-2027
<p>IP1 Catholic Education</p> <p>To develop and enrich prayer and liturgy policy and practice across the school and in partnership with the parish and wider community</p> <p>To embed Religious Education Directory across the school with implementation in EYFS and key stage 1 and training for key stage 2</p> <p>To develop Catholic life and mission across the school to ensure children are fully aware of their role within the community and our global home.</p> <p>To embed LSU charism within our school and ensure our whole school community can confidently articulate and tell our strong heritage and partnership of the La Sainte Union.</p> <p>To develop pupil voice across Catholic Education through planning, review and impact / intent implantation and impact</p>	<p>To ensure all practices of Catholic life and mission, prayer and liturgy and religious education are reviewed, monitored and continually developed through the CSED in readiness for Catholic School Inspection.</p> <p style="text-align: center;">SC</p> <p>All stakeholders have a strong understanding of Catholic Life & Mission, Religious Education, and Collective Worship and can confidently articulate this.</p> <p>To further develop and embed the Religious Education directory across the whole school and review assessment processes to ensure consistency.</p>	<p>Catholic Life and Mission</p> <p>2026–2027 Objective:</p> <p>To embed and sustain a culture where Catholic Life & Mission, Religious Education and Collective Worship are fully integrated into the daily life of the school, with clear evidence of impact from CSED-led reviews and Catholic School Inspection readiness.</p>
<p>IP2 Leadership and Management</p> <p>To ensure our vision and mission is embedded into all aspects of school improvement to ensure the well-being of every member of our school community with highly effective and meaningful engagement.</p> <p>To embed and further develop new leaders to ensure they are consistently effective in their roles, supported by the SLT in taking responsibility for curriculum development.</p> <p>To develop CPD cycle in line with monitoring cycle through a research based and collaborative approach to school improvement.</p> <p>To develop and monitor the successful adaptation and design of the curriculum provision by leaders and teachers to meet the needs of the pupils with SEND or with a social worker.</p>	<p>Leadership and Governance</p> <p>Leadership culture of the school to be embedded in a clear understanding of the school’s context, strengths and weaknesses informing and underpinning an evolving response to priorities.</p> <p>SC</p> <p>Distributed leadership is effective across the school with clearly defined roles and responsibilities.</p> <p>To work in partnership across the school to monitor and review school improvement priorities in line with the school improvement plan.</p> <p>Professional development opportunities are targetted and tracked demonstrating a clear impact on the provision and outcomes across the school.</p> <p>Safeguarding and Attendance</p> <p>All pupils, staff, governors and leaders work within an established culture in which safeguarding is everyone’s responsibility and pupils are kept safe and feel safe.</p> <p>SC</p> <p>Review the reporting process to ensure accurate and timely records are categorised and reviewed through delegated responsibilities in the DSL team.</p> <p>Review policies and practices in safeguarding and attendance ensuring all staff have a voice in safeguarding throughout the school.</p>	<p>Leadership and Governance</p> <p>2026–2027 Objective:</p> <p>To refine and sustain leadership practices that are responsive to ongoing self-evaluation, ensuring leadership at all levels is proactive in addressing emerging priorities and driving strategic improvement.</p> <p>Safeguarding and Attendance</p> <p>2026–2027 Objective:</p> <p>To embed a deeply rooted safeguarding culture where proactive strategies and pupil voice are used to continuously improve safety and attendance, with measurable impact on pupil well-being and engagement.</p>
<p>IP3 Quality of Education</p> <p>To embed the reviewed teaching and learning framework through consistent practice across the school</p> <p>To ensure all learners are well supported and scaffolded to achieve high expectations through an enriched curriculum to reach targets in all subject areas, particularly for the most vulnerable of pupils.</p> <p>To ensure all learners are well supported and scaffolded to achieve high expectations through embedded retrieval practice and adaptive teaching, particularly for the most vulnerable of pupils.</p>	<p style="text-align: center;">Inclusion</p> <p>To ensure all staff are accountable for meeting the needs of pupils with SEND through timely adaptations and provision, enabling them to meet personalised, aspirational targets.</p> <p style="text-align: center;">SC</p> <p>Early identification, target setting, rigorous tracking and monitoring to drive consistency, impact and improved outcomes for all pupils with SEND is embedded across all year groups.</p> <p>Robust Pupil Support Plans (PSP) which are informed by formative assessments and the provision stated in EHC plan, where applicable, support adaptative teaching and aspirational targets.</p>	<p style="text-align: center;">Inclusion</p> <p>2026–2027 Objective:</p> <p>To embed a whole-school inclusive ethos where adaptive teaching and targeted interventions for SEND pupils are consistently excellent, with measurable outcomes in progress, engagement, and independence.</p>

<p>To develop CPD cycle in line with monitoring cycle through a research based and collaborative approach to school improvement. To develop the reviewed one-year curriculum cycle.</p>	<p>Staff are well supported to develop a range of strategies to support all learners in reaching aspirational targets.</p>	
<p>IP 4 Behaviour and Attitudes To further develop the school behaviour policy through a relationship focused approach to ensure consistency is evident with an explicit focus on low level disruption – house point termly rewards To revisit high expectations and aspirations for all across all areas of school life To ensure consistency is embedded in the use of behaviour tracking and recording systems To ensure pupils become effective global citizens of the future through ensuring the focus on developing learning behaviours which enables children to recognise their rights and responsibilities through our school values and mission.</p>	<p style="text-align: center;">Curriculum</p> <p>The curriculum is reviewed and embedded ensuring at each stage pupils develop secure, deep and fluent knowledge. SC To review curriculum content, provision and progression in maths and reading. To monitor, review and further develop the progression and knowledge of the one year curriculum cycle.</p> <p style="text-align: center;">Developing Teaching</p> <p>To review teaching and learning framework to embed adaptative teaching to drive continuous improvement in the quality of teaching. SC Clarity of teaching and learning framework and consistency of use across the school Effective learning culture through collaboration and targetted professional development</p> <p style="text-align: center;">Achievement (Progress)</p> <p>To ensure all pupils attainment is at least in line with national averages, with the gaps between disadvantaged and non-disadvantaged narrowing over time. SC Disadvantaged tracking - through PPM's and termly assessments To use baseline assessments to target intervention and support To ensure target setting is aspirational and is reviewed termly</p>	<p style="text-align: center;">Curriculum</p> <p>2026–2027 Objective: To ensure the curriculum is fully embedded, with a clear progression model that enables all pupils to make sustained progress and apply their knowledge fluently across subjects.</p> <p style="text-align: center;">Developing Teaching</p> <p>2026–2027 Objective: To embed a culture of professional learning where adaptive teaching is consistently strong across the school, supported by coaching, peer review, and evidence-informed practice.</p> <p style="text-align: center;">Achievement (Progress)</p> <p>2026–2027 Objective: To sustain high levels of attainment across all groups, with a demonstrable and sustained narrowing of the gap between disadvantaged and non-disadvantaged pupils.</p>
<p>IP 5 Personal Development To embed the coherently planned enrichment provision to enrich the curriculum to ensure pupils have access to and participate in a wider, rich set of experiences to further enhance pupils spiritual, moral, social and cultural development. To widen the extended curriculum offer through a wider range of experiences and opportunities to develop and extend aspirations. To ensure pupils have purposeful opportunities to form partnerships within the school, local and wider global communities to enable them to become responsible, respectful and active citizens who contribute positively to the world around them. To further develop our relationships with parents and our community to support us in the enhancement of our curriculum.</p>	<p style="text-align: center;">Early Years</p> <p>High expectations ensure accurate target setting and provision to ensure all children progress and achieve well through effective communication and language interactions with skilled staff in all areas of learning. SC Children progress in all areas of learning through the skills based approach in EYFS narrowing the gaps for all, including children with SEND, neurodiverse and disadvantaged</p> <ul style="list-style-type: none"> • Leaders across the school are effective in planning a challenging provision for children based on accurate baseline data. • All children with lower starting points, including disadvantaged children, SEND and neurodivergent achieve well 	<p style="text-align: center;">Early Years</p> <p>2026–2027 Objective: To embed high-quality provision in Early Years that ensures all children, including those with additional needs, make strong progress from their starting points through consistently excellent interactions and targeted support.</p>

<p>IP 6 Early Years Develop effective transition throughout EYFS to year 1 to ensure there is clear progression in all areas, with challenge for more able To ensure collaboration is further embedded through team meeting approach to improve strategic planning and improvement To ensure all learners are scaffolded and challenged to achieve high expectations through an enriched, play based curriculum, to ensure they are well prepared for key stage 1. To ensure the EYFS curriculum provides no limits or barriers to children’s achievements, based on their low starting points, particularly with disadvantaged pupils and pupils with SEND</p>	<p style="text-align: center;">Behaviour and Attitudes</p> <p>A strong, shared culture of positive behaviour with embedded strong and supportive relationships with pupils and their parents. SC To introduce trauma perceptive practice across the school. Refine the behaviour policy and embed consistency across all staff.</p> <p>Personal Development and Well-Being To review the curriculum enrichment and provision to ensure learners are equipped with the wider knowledge and experiences to prepare them for the next stage of their education. SC To further develop the curriculum enrichment cycle, linking to the catholic ethos of the school. To develop a wider curriculum entitlement for all pupils for school and home.</p>	<p>Behaviour and Attitudes 2026–2027 Objective: To sustain a culture of mutual respect and high expectations, where pupils consistently demonstrate positive behaviour and attitudes, supported by strong partnerships with families.</p> <p>Personal Development and Well-Being 2026–2027 Objective: To embed a rich and inclusive personal development curriculum that equips all learners with the character, resilience, and cultural capital needed for future success.</p>
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Will it embed a positive, respectful and aspirational school culture for all?

Aspiration for all through collaboration, communication and care

<p>Catholic Education To ensure all practices of Catholic life and mission, prayer and liturgy and religious education are reviewed, monitored and continually developed through the CSED in readiness for Catholic School Inspection.</p>	<p>Leadership and Governance Leadership culture of the school to be embedded in a clear understanding of the school's context, strengths and weaknesses informing and underpinning an evolving response to priorities.</p>	<p>Safeguarding and Attendance All pupils, staff, governors and leaders work within an established culture in which safeguarding is everyone's responsibility and pupils are kept safe and feel safe.</p>	<p>Inclusion To ensure all staff meet the needs of pupils with SEND extremely well, using adaptations that help to ensure all pupils benefit from high expectations.</p>	<p>Curriculum The curriculum is reviewed and embedded ensuring at each stage pupils develop secure, deep and fluent knowledge.</p>
<p>Developing Teaching To review teaching and learning framework to embed adaptative teaching to drive continuous improvement in the quality of teaching.</p>	<p>Achievement (Progress) To ensure all pupils attainment is at least in line with national averages, with the gaps between disadvantaged and non-disadvantaged narrowing over time.</p>	<p>Early Years High expectations ensure accurate target setting and provision to ensure all children progress and achieve well through effective communication and language interactions with skilled staff in all areas of learning.</p>	<p>Behaviour and Attitudes A strong, shared culture of positive behaviour with embedded strong and supportive relationships with pupils and their parents.</p>	<p>Personal Development and Well-Being To review the curriculum enrichment and provision to ensure learners are equipped with the wider knowledge and experiences to prepare them for the next stage of their education.</p>

School Improvement Priorities and Objectives

Catholic Education

To ensure all practices of Catholic Life & Mission, Religious Education and Collective Worship are reviewed, monitored and continually developed through the CSED in readiness for Catholic School Inspection.

SC

All stakeholders have a strong understanding of Catholic life and mission, prayer and liturgy and religious education and can confidently articulate this.

To further develop and embed the Religious Education directory across the whole school and review assessment processes to ensure consistency.

<p style="text-align: center;">Leadership and Governance</p> <p>Leadership culture of the school to be embedded in a clear understanding of the school's context, strengths and weaknesses informing and underpinning an evolving response to priorities.</p> <p style="text-align: center;">SC</p> <p>Distributed leadership is effective across the school with clearly defined roles and responsibilities.</p> <p>Work in partnership across the school to monitor and review school improvement priorities in line with the school improvement plan.</p> <p>Professional development opportunities are targeted and tracked demonstrating a clear impact on the provision and outcomes across the school.</p>	<p style="text-align: center;">Safeguarding and Attendance</p> <p>All pupils, staff, governors and leaders work within an established culture in which safeguarding is everyone's responsibility and pupils are kept safe and feel safe.</p> <p style="text-align: center;">SC</p> <p>Review the reporting process to ensure accurate and timely records are categorised and reviewed through delegated responsibilities in the DSL team.</p> <p>Review policies and practices in safeguarding and attendance ensuring all staff have a voice in safeguarding throughout the school.</p>	<p style="text-align: center;">Inclusion</p> <p>To ensure all staff meet the needs of pupils with SEND extremely well, using adaptations that help to ensure all pupils benefit from high expectations.</p> <p style="text-align: center;">SC</p> <p>Early identification, target setting, tracking and monitoring is embedded across all year groups.</p> <p>Staff are well supported to develop a range of strategies to support all learners in accessing the curriculum and reaching aspirational targets.</p>
<p style="text-align: center;">Curriculum</p> <p>The curriculum is reviewed and embedded ensuring at each stage pupils develop secure, deep and fluent knowledge.</p> <p style="text-align: center;">SC</p> <p>To review curriculum content, provision and progression in maths and reading.</p> <p>To monitor, review and further develop the progression and knowledge of the one year curriculum cycle.</p>	<p style="text-align: center;">Developing Teaching</p> <p>To review teaching and learning framework to embed adaptive teaching to drive continuous improvement in the quality of teaching.</p> <p style="text-align: center;">SC</p> <p>Clarity of teaching and learning framework and consistency of use across the school</p> <p>Effective learning culture through collaboration and targeted professional development</p>	<p style="text-align: center;">Achievement (Progress)</p> <p>To ensure all pupils attainment is at least in line with national averages, with the gaps between disadvantaged and non-disadvantaged narrowing over time.</p> <p style="text-align: center;">SC</p> <p>Effective disadvantaged tracking - through PPM's and termly assessments</p> <p>Baseline assessments are used to target intervention and support</p> <p>Target setting is aspirational and is reviewed termly</p>
<p style="text-align: center;">Early Years</p> <p>High expectations ensure accurate target setting and provision to ensure all children progress and achieve well through effective communication and language interactions with skilled staff in all areas of learning.</p> <p>Children progress and achieve well in all areas of learning through the skills based approach in EYFS narrowing the gaps for all, including children with SEND, neurodiverse and disadvantaged</p> <p>Leaders across the school are effective in planning a challenging provision for children based on accurate baseline data.</p>	<p style="text-align: center;">Behaviour and Attitudes</p> <p>A strong, shared culture of positive behaviour with embedded strong and supportive relationships with pupils and their parents.</p> <p style="text-align: center;">SC</p> <p>To introduce trauma perceptive practice across the school.</p> <p>Refine the behaviour policy and embed consistency across all staff.</p>	<p style="text-align: center;">Personal Development and Well-Being</p> <p>To review the curriculum enrichment and provision to ensure learners are equipped with the wider knowledge and experiences to prepare them for the next stage of their education.</p> <p style="text-align: center;">SC</p> <p>To further develop the curriculum enrichment cycle, linking to the catholic ethos of the school.</p> <p>To develop a wider curriculum entitlement for all pupils for school and home.</p>

