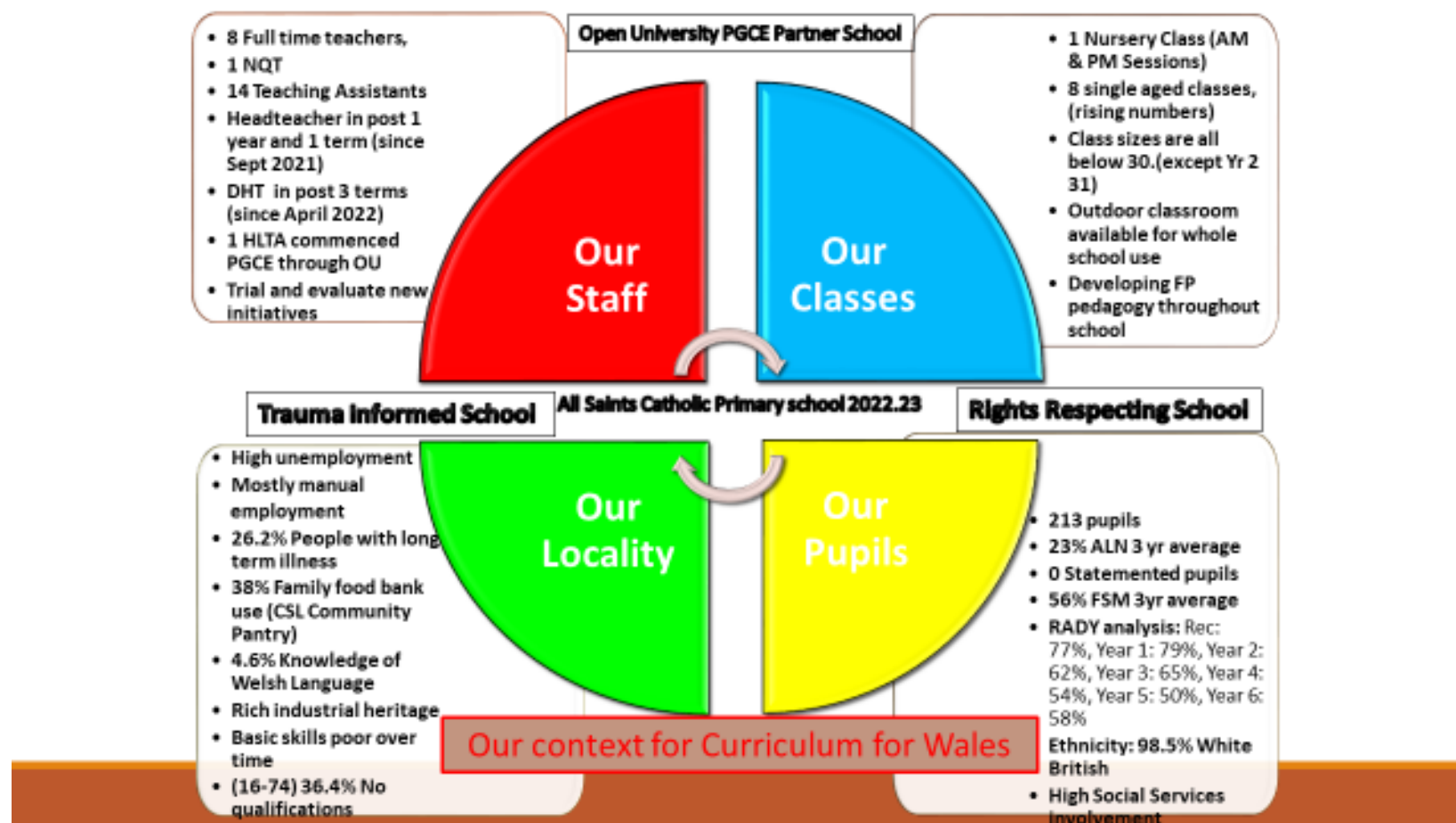




All Saints Catholic Primary School Development Plan Year 2 2022-2025

“Caring, Sharing and Loving.”





Our Vision for learning at All Saints

Caring Sharing Loving

At All Saints we have a vision to implement purposeful actions that will raise standards through authentic, spiritual and contextual activities, with deep learning being crucial for our new curriculum.

We aim for our children to make progress by developing a more sophisticated understanding of concepts, with the four purposes guiding everything we do as they move through the school. Our teaching at All Saints must ensure the children are able to make links between all AOLES, through autonomy, mastery and purpose, so they become motivated lifelong learners.

Self-Evaluation Support will be for improvement and not judgement with an expectation for all staff to engage regularly with The New Professional Standards.

We will embed systems for collecting and exchanging information, learning and knowledge to create a learning environment where every child achieves.

A trauma informed, nurturing environment with a recognition that all children need to first, be ready to learn, will form the foundation for everything we do in pursuit of a contextual curriculum. Every member of staff at All Saints will be aware of all children's dispositions and aspirations as well as their baselines of knowledge and skills, independence and resilience. Staff will understand the need for these areas to be part of our assessment arrangements with children's input.

Professional learning and Professional Enquiry will become embedded and be recognised as being essential for improving pedagogy. We will plan around the 12 pedagogical principles to create a broad curriculum for all children, driven by pupil, parent and community discussions. This will enable our children to make meaningful progress by teaching the children **what matters**, that helps us in good ways to move children forward to prepare them for their futures.

Current Analysis

This School Development Plan for the coming academic year (2022), is based on the evaluation of observations of whole school priorities since taking over as the new Headteacher in September 2021. The wellbeing of pupils and staff will be central to the plans and form part of everyday teaching and learning. The SDP will incorporate finance from the core budget and grant funding. There will be links to School, National and Regional Priorities.

Links to:

1. National priorities:

The actions in this priority will contribute to raising standards in:

- Literacy
- Numeracy
- Reducing the impact of poverty on educational attainment

2. National Mission:

The actions in this priority will contribute to:

- Developing a high-quality education profession
- Inspirational leaders working collaboratively to raise standards
- Strong and inclusive schools committed to excellence, equity and wellbeing
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system

3. Regional/Local priorities:

Links to EAS Business Plan

- Improvement Strand 1: Provide a professional learning offer in partnership with higher education institutions and other regions to support leaders at all levels in schools and settings through a nationally endorsed range of programmes. Identify aspirational leaders and provide them with bespoke PL and a range of leadership experience that supports them to develop an individual professional learning journey.
- Improvement Strand 2: Equity and Wellbeing is a thread that runs strongly through all aspects of reform.
- Improvement Strand 3: Provide schools with a range of targeted support focused on school development priorities in line with their current support level. Provide professional learning opportunities for schools, governing bodies and local authorities to understand the changing assessment and accountability arrangements within the reform agenda. Provide professional learning to all schools and settings to promote effective self-evaluation and improvement planning processes. Refine and extend the peer working models for school leaders with a focus on improving the quality of teaching and learning. Refine the learning network schools approach to reflect new and emerging service priorities
- Professional learning will support the SER processes in order that SDP priorities reflect LA improvement priorities. (Funding will come from Professional Learning and Learning Lead as well as budget.)

Key to timescales (actions initiated):

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

Year 2 – 2023-2024

Overview of proposed outcomes

- A planned implementation of the New Transformational Curriculum for Wales by embracing current thoughts, research and development to raise standards
- Embed Pupil voice, Criw Cymraeg, Parent Voice and Parental Engagement and Teacher voice to drive forward the new CfW
- Development of a nurturing approach to teaching and learning as part of the curriculum
- Develop community links through sustainable and inclusive, whole school projects
- To obtain the Rights Respecting Schools Silver award
- To continue to embed the Trauma Informed Schools approach to building relationships
- To develop assessment arrangements as per new CfW
- Class teaching and interventions focussed on Literacy, Numeracy and closing the gap
- To deepen children's theological understanding in RE and how to apply this to their own lives
- The offer to all pupils of specific and targeted interventions appropriate for their stage and age
- Targeted support for vulnerable groups of children (identified through initial pupil survey) and including eFSM and ALN pupils.
- To continue to embed ALN Code
- Provision for upskilling staff through professional development, continuous engagement with new Professional Standards and Values and Dispositions, and distributed leadership
- To review Welsh standards across the school, establish a Welsh baseline and achieve the Silver award (Additional support from EAS)
- To continue to work with Ebbw Fawr cluster to develop Cwricwlwm Enfys
- To develop a hands-on learning approach across the school

PRIORITY 1: Teaching and Learning

School development focus from initial self-evaluation: (from September 2023)

Evidence obtained from:

- Headteacher observations and evaluations, SLT and staff meeting discussions
- Pupil voice/questionnaires
- Parent conversations/questionnaires
- Teaching staff discussions both informally and formally (Staff meetings/Performance management meetings)
- Teaching assistant staff discussions both informally and formally
- National and regional priorities
- Discussion with Chair of Governors and other Governors

Links to ESTYN Inspection Framework, National priorities and EAS business plan

1.1 Standards and progress overall

Priority Lead: JP (HT) RM (DHT), FB (Senior teacher) Governor Link: PZ

Staff involved in priority: All teaching Staff All Support Staff

Objective: To accurately evaluate and improve standards across the curriculum

Ref	SLT Lead	Action/Professional Learning Activity	Success Criteria (Measurable Outcomes)	Resources (including use of grant funding)	Timescale (Start – End)	Monitoring and evaluation arrangements <i>Who, what, where, when (Action plans to be produced by named (initials) member of staff in line with the priorities contained within this SIP)</i>	Progress against actions – are we on track?
-----	----------	---------------------------------------	--	--	-------------------------	---	---

1.1 Standards and progress overall: Priority Target 1 LLC: Improve standards in basic literacy skills

1.1.1	RM/ FB	Provide exciting, enriching and authentic learning experiences to spark creativity and fire children's imaginations to improve	Teachers to collaborate with planning, discussion and whole school focus on concepts.	SLT non contact time (EIG/PDG)	Sept 2023 onwards	SLT to monitor standards and progress through an agreed timetable of work scrutiny and pupil voice	Termly pupil progress meeting held with SLT to ensure pupils making progress from their own baseline.
-------	-----------	--	---	--------------------------------	-------------------	--	---

		communication through oracy, reading and writing	2x termly pedagogical staff meetings (based on Dylan Williams' plan). PDG spend on real life experiences, trips, PDG spend on classroom environments. Enhanced provision and FP pedagogy role play			Outcomes presented and RAG rated. Progress reports to all staff (termly) and GB meetings Monitor planning in line with teaching concepts through enquiry RM	
1.1.2	JP/ RM/ FB	Continuous and robust evaluation of children's progress from their own baseline in line Early Years assessment arrangements	<p>Teacher reflection journals, daily log of progress</p> <p>Baseline letter to pupil at the end of 6 weeks (time out for staff to write letter)</p> <p>Development of whole school approach to self/peer assessment</p> <p>LLC and Numeracy groups to be based on children's own baselines and their progress/wellbeing and readiness to learn</p>	SLT non-contact time (EIG)		<p>SLT meeting every term to discuss progress of every child. Pupil voice meetings with SLT and children</p> <p>SLT to meet regularly with class teachers to monitor and review groupings for LLC and Numeracy based on new baseline</p>	On entry report completed by FB and DB for Ey, copies sent home to parents.

1.1.3	SLT	To provide intervention support to continually raise standards in reading	Timetable intervention sessions for reading (RP/CB) (PDG/EYPDG) <ul style="list-style-type: none"> Focus: to target misconceptions/ gaps in learning towards individual targets 1 page profile use, to set targets for identified children 	SLT non-contact time (EIG)		TAs to provide tracking reports TAs to work with teachers on targets to maintain consistency across the school. Upskilled TAs to record using same format. RM	More whole class reading to be implemented. Termly visits to library? Book club to be run during lunchtimes starting Jan 2024 Buddy readers implemented between year 1 and year 3
-------	-----	---	--	----------------------------	--	---	--

Impact Evaluation				
December 2023	Limited	Satisfactory	Strong	Very Good
Comments				
March 2024	Limited	Satisfactory	Strong	Very Good
Comments				
June 2024	Limited	Satisfactory	Strong	Very Good
Comments				

PRIORITY 1: Teaching and Learning

School development focus from initial self-evaluation: (from September 2021)

Evidence obtained from initial: <ul style="list-style-type: none"> Headteacher observations SLT and staff meeting discussions Pupil voice/questionnaires Parent conversations/questionnaires Teaching staff discussions both informally and formally (Staff meetings/Performance management meetings) Teaching assistant staff discussions both informally and formally National and regional priorities Discussion with Chair of Governors and other Governors
--

Links to ESTYN Inspection Framework, National priorities and EAS business plan
1.2 Standards and progress overall

Priority Lead: JP (HT) RM (DHT), FB (Senior teacher) Governor Link: PZ	Staff involved in priority: All teaching Staff All Support Staff
--	--

Objective: To accurately evaluate and improve standards across the curriculum

Ref	SLT Lead	Action/Professional Learning Activity	Success Criteria (Measurable Outcomes)	Resources (including use of grant funding)	Timescale (Start – End)	Monitoring and evaluation arrangements <i>Who, what, where, when</i>	Progress against actions – are we on track?						
							Su 2	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2

1.2 Standards and progress overall: Priority Target 1: Teaching and learning: Mathematics and Numeracy

1.2.1	JP/ RM	Staff to engage in using the Mathematics and Numeracy Cluster planning documents to plan for maths and numeracy lessons. Continue to embed a CPA approach	Daily Bell tasks embedded for problem solving with a focus on “Ebbw Fawr 5.” Whiterose teaching strategies to be used aligned with the cluster planning documents to ensure consistency	Non-contact time for DB SLT meeting time (EIG)	Sept 2023 (on-going)	WalkThru timetable to monitor Maths teaching strategies across the school Pupil Voice Teacher planning and evaluations Pupil Progress meetings	WalkThru filming, all conversations and coaching cycles completed for autumn 2023. Positive feedback and impact from all participants. Autumn coaching now completed by AD and DB. New devices purchased specifically for collecting/storing WalkThru evidence f. JP to monitor quality assure.						
-------	--------	--	--	---	----------------------	---	---	--	--	--	--	--	--

			across the school particularly with terminology				Using the Clwstwr Cwricwlwm ENFYS across the school. CPA approach to be evidenced using Seesaw.
1.2.2	SLT	Continuous and robust evaluation of children's progress from their own baseline in line Early Years assessment arrangements	<p>Teacher reflection journals, daily log of progress</p> <p>Baseline letter to pupil at the end of 6 weeks (time out for staff to write letter)</p> <p>Development of whole school approach to self/peer assessment</p> <p>LLC and Numeracy groups to be based on children's own baselines and their progress/wellbeing and readiness to learn</p>	SLT non-contact time (EIG)		<p>SLT meeting every term to discuss progress of every child. Pupil voice meetings with SLT and children</p> <p>SLT to meet regularly with class teachers to monitor and review groupings for LLC and Numeracy based on new baseline</p>	On entry report completed by FB and DB for Ey, copies sent home to parents.
1.2.3	SLT	To provide catch up support to continually raise standards in M and N	<p>Dedicated catch up sessions in basic skills in afternoons.</p> <ul style="list-style-type: none"> Focus: to target misconceptions/ gaps in learning 	SLT non contact time (EIG)		<p>TAs to provide tracking reports</p> <p>TAs to work with teachers on targets to maintain consistency across the school. Upskilled TAs to record using same format.</p>	<p>RP working with specific children from year 5 based on numeracy age test.</p> <p>Froebel approach year 1 all staff involved in observations and planning and supporting chn.</p>

			<div>towards individual targets<ul style="list-style-type: none">1 page profile use, to set targets for identified children</div>				Children identified that need extra /specific support.
1.2.4	SLT	Provide exciting, enriching and authentic learning experiences to develop learner’s conceptual understanding, fluency, logistical reasoning and strategic competence	Teachers to collaborate with planning, discussion and whole school focus on concepts. 2x termly pedagogical staff meetings. PDG spend on real life experiences, trips, PDG spend on classroom environments. Enhanced provision and FP pedagogy role play	SLT non contact time (EIG/PDG)	Sept 2023 onwards	SLT to monitor standards and progress through an agreed timetable of work scrutiny and pupil voice Outcomes presented and RAG rated. Progress reports to all staff (termly) and GB meetings Monitor planning in line with teaching concepts through enquiry	<div>EY approach to pedagogy embedding. Vision to create whole school neurodivergent pedagogical approach model as next year’s vision for learning for whole school</div> <div>Termly review of PDG and EYPDG spending on environments is taking place</div> <div>Engaging environments and schema approach developing into year 1</div>
Impact Evaluation							
December 2023		Limited		Satisfactory		Strong	Very Good
Comments							
March 2024		Limited		Satisfactory		Strong	Very Good

Comments				
June 2024	Limited	Satisfactory	Strong	Very Good
Comments				

PRIORITY 2: Wellbeing and attitudes to learning

Improvement focus from self-evaluation: (key issues, key priorities)

sources:

School development focus from initial self-evaluation: (from September 2022)

Evidence obtained from initial observations:

- Headteacher observations SLT and staff meeting discussions (new)
- Pupil voice/questionnaires
- Parent conversations/questionnaires
- Teaching staff discussions both informally and formally (Staff meetings/Performance management meetings)
- Teaching assistant staff discussions both informally and formally
- National and regional priorities
- Discussion with Chair of Governors and other Governors

- PASS Survey

Links to Estyn Inspection Framework, and EAS business plan

2.1 Wellbeing

2.2. Attitudes to learning

Priority Lead: HT, SLT Governor: PZ

Staff involved in priority: All staff

Objective: To support pupils to feel safe and secure and to become healthy, confident individuals. TO support pupils to develop the key attitudes and behaviours that will help them to learn throughout their lives.

Ref	SLT lead	Action/Professional Learning Activity	Success Criteria (Measurable Outcomes)	Resources (including use of grant funding)	Timescale (Start – End)	Monitoring and evaluation arrangements <i>Who, what, where, when</i>	Progress against actions – are we on track?						
							S u 2	A u 1	A u 2	Sp 1	Sp 2	Su 1	Su 2
<ul style="list-style-type: none">2.1 Wellbeing: To support all pupils to develop a sense of safety and security. To become healthy and confident individuals so that they learn to become lifelong learners throughout their lives.													
2.1.1	RM JP DS	To develop a whole school ethos and culture which encompasses nurture and wellbeing with Christ at the centre	Whole school environment to be welcoming, safe and secure Ensure we have emotionally available adults in school for children and parents	PDG and EIG	SEPT 2023 onwards	Staff/pupil questionnaires Parent questionnaires PASS survey	Parent questionnaires completed in Autumn term PASS Survey to be complete early in spring term New parent /child questionnaires to be implemented Jan 2024						

			<p>Sensory provision to be available universally</p> <p>All stakeholders to take care of each other</p> <p>Welcome families into school for wellbeing check-ins</p> <p>CSL Pantry to continue on Friday afternoons for the community</p> <p>Wellbeing activities for staff throughout the year</p>				
2.1.2	JP/ FB RM	Continue to establish an approach to building and maintaining relationships through a Trauma informed approach	<p>Build upon the positive relationships already established with parents and community</p> <p>Staff to use de-escalation strategies in regards to behaviour</p> <p>Training with Nicky Matthews on Attachment (Sept)</p>	EIG	Sept 2022 - July 2023	<p>Wellbeing Lead (FB) and ALNCo (RM) and JP to monitor the application of the TIS approach by all staff and engagement level of Motional.</p> <p>FB</p>	<p>TIS approach being used. SLT felt that staff needed a refresher.</p> <p>Twilight in November on TIS approach for all staff</p> <p>Class teachers updated THRIVE assessments</p>

2.1.3	SLT	To develop an understanding of the chemistry of brain function linked to pupil's wellbeing	Development of a new resource for teaching children about brain chemistry and science (RM and FB to develop)	Non-contact time (PDG)	Sept 2023	RM/FB to monitor implementation	<p>See 1.2.4</p> <p>Resource in development. RM working with researcher from Nottingham University to create a neurodivergent approach to teaching.</p> <p>FB looking at purchasing My Happy Mind</p>
2.1.4	JP DS	Continue Embed Catholic Relationship and sex Education policy (RSE) curriculum across the school.	All year groups to use A Fertile Heart and TEN TEN, RSE resources to deliver lessons according to the SOW. i.e. 6 per year	RE Non-contact time (EIG)	Sept 2023	<p>SLT and RE coordinator (DS) to track progress of RSE delivery through annual monitoring cycle and planned activities.</p> <p>DS</p>	Fertile heart taught in all year groups during ppa coverage.
2.1.5	JP FB	Continue to engage with parents and carers through Families First, Young Carers, LAC and Social Services	<ul style="list-style-type: none"> Identify the needs of families Update the priority needs matrix SLT to signpost families to the appropriate agencies 		Sept 2023 onwards	FB to produce Action Plan	<p>Schools social worker visits fortnightly for parents to ask for support</p> <p>Action plan produced</p> <p>All staff using MyConcern software, SLT monitor continuously</p> <p>Young carers group set up and children are attending weekly</p>

			<ul style="list-style-type: none"> Engage with fortnightly visits from Nadette All staff to use MYCONCERN robustly To identify and sign post relevant agencies to our young carers 				
2.1.6	JP FB RM	<p>To ensure that the voice of the pupil is paramount to the development of school life and to become confident in knowing their rights</p> <p>To develop the roles of Head girl and boy in year 6 as role models for the school (as well as deputy/prefects)</p> <p>To continue to embed school parliament groups</p>	<ul style="list-style-type: none"> Achievement of Rights respecting schools silver award Development of school parliament To ensure that pupil voice is a standing item on weekly staff meetings Weekly school parliament group sessions School parliament to meet regularly 		Sept 2023	RM/LL	<p>See RRSA action plan</p> <p>School parliament established and timetabled to run Friday afternoons.</p> <p>School Chaplaincy group established and children involved in planning assemblies and class worship(see action plan)</p>

			<p>and feedback to JP</p> <ul style="list-style-type: none"> Y6 pupils to present speeches to whole school, interview with JP and PZ then whole school to vote for head/vice girl/boy, prefects 				Need to develop buddy groups and monitoring CW.
2.2 Attitudes to learning							
2.2.1	FB RM	<p>Provide support and additional provision to vulnerable pupils to improve wellbeing and attitudes to learning</p> <p>Also see 2.1.3</p>	<ul style="list-style-type: none"> Targeted support for identified children through teacher assessment and vulnerable pupil matrix Vulnerable pupils identified on a daily basis in reference to their Thrive plan Use of groups of learners based 	PDG	Sept 2023	JP/RM and FB	See evaluation for 1.2.4 as this will impact on this objective

			<div>on their progress and wellbeing</div> <ul style="list-style-type: none">• Use of PASS to monitor wellbeing and attitudes to learning						
Impact Evaluation									
December 2023		Limited		Satisfactory		Strong		Very Good	
Comments									
March 2024		Limited		Satisfactory		Strong		Very Good	
Comments									
June 2024		Limited		Satisfactory		Strong		Very Good	
Comments									
PRIORITY 3: Teaching and learning experiences									
<div>Improvement focus from self-evaluation: (key issues, key priorities)</div> <ul style="list-style-type: none">• SOURCES: Headteacher observations, SLT and staff meeting discussions• Pupil voice/questionnaires• Parent conversations/questionnaires• Teaching staff discussions both informally and formally (Staff meetings/Performance management meetings)• Teaching assistant staff discussions both informally and formally									

- National and regional priorities
- Discussion with Chair of Governors and other Governors

Links to ESTYN Inspection Framework:

3.1 The breadth, balance and appropriateness of the curriculum

3 Teaching and assessment

Priority Lead: HT, SLT Governor Link: RH

Staff involved in priority: All Staff

Objective: To ensure learning experiences meets the needs of our pupils.

Ref	SLT Lead	Action/Professional Learning Activity	Success Criteria (Measurable Outcomes)	Resources (including use of grant funding)	Timescale (Start – End)	Monitoring and evaluation arrangements <i>Who, what, where, when</i>	Progress against actions – are we on track?						
							Su 2	A u1	A u 2	Sp 1	Sp 2	Su 1	Su 2
3.1 The breadth, balance and appropriateness of the curriculum													
3.1.1	JP RM	To create an authentic, creative, purposeful and aspirational curriculum in the context of the All Saints community	<ul style="list-style-type: none">• New planning format for teaching concepts through inquiry• Encourage staff collaboration• Children demonstrating the development of the 4CP.	Professional Learning Lead Non-contact time.	Sept 2023 onwards	ALL STAFF Progress of Curriculum design monitored by SLT and presented to Governors by HT and AOLE leads Continue to work with Ebbw Fawr cluster on Cwricwlwm Enfys	Froebel approach year 1. See 1.2.4 as this links to this 3.1.1						

			<ul style="list-style-type: none"> • Child initiated learning • Pupil voice • Implementation of EY pedagogy across the school through a staged approach • Use of hands-on learning approach in all classes • SCHEMA training for all staff 			<p>Staff to observe EY setting and implement provision into own classes (age appropriate)</p> <p>Monitor through pupil voice, behaviour for learning, standards across the school, pupil progress meetings</p>	
3.1.2	JP RM FB	To continue to embed an inquiry approach through the development of classroom environments in line with EY pedagogy	<ul style="list-style-type: none"> • Time for collaborative planning in staff meetings to draw on the expertise of AoLE leads. • Paired PPA time for teachers to peer plan • Children will make progress from their own baseline (based on letters 	<p>Twilight time (PL Lead)</p> <p>Whole staff planning meetings</p> <p>Observe EY setting</p>	Oct 2023	<p>To monitor planning as part of our MER cycle</p> <p>Pupil questionnaires</p> <p>Pupil Progress meetings</p> <p>Monitor standards for all children</p> <p>SLT</p>	<p>The inquiry approach has continued to be embedded</p> <p>Letters have been written for Autumn term in Early years and shared with parents</p>

			written by teachers)				
3.1.3	JP FB CM	Complete whole school Welsh language audit to increase the use of Welsh throughout the school day. Establish an active Criw Cymraeg to achieve Silver award	CM to collaborate with EAS advisor to produce further action plans	Non-contact time PL	Sept 2023	Updates of impact of standards of teaching and learning of Welsh to be reported by CM to SLT. (listening to learners) Criw Cymraeg	
3.1.4	JP FB	To continue to embed a whole school vision for digital learning, including 360 Safe	All pupils and staff understand the vision for digital learning. School achieves 360-degree safe status	SLT non-contact time (EIG)	Nov 2023	Vision for digital learning developed and shared with governors and parents FB/AD to evaluate action plan and target new areas for development	Good progress has been made in updating/completing 360 Safe reviews. AD to continue to update and work towards achieving the levels needed to external assessment.

3.1.5	JP	To implement the teaching and learning of Global Majority.	All pupils and staff to be able to demonstrate increased knowledge of all Wales communities and their international connections	PDG	From Sept 2022	DS and LL	<p>RM and LL to worked together to integrate Global Majority/RRSA through LLC</p> <p>RM and LL to produce action plan to implement to work towards RRSA silver award</p> <p>Whole school inspirational people project was successful. Evidenced in FS corridor.</p> <p>Whole school humanities project tbc.</p>
3.1.6	JP DB	To continue to develop healthy and confident individuals by providing exciting physical learning opportunities	<ul style="list-style-type: none"> • To use the results of the sports survey • To provide authentic experiences of Welsh sport achievements • Robust PE timetable • Audit sports equipment resources • Children exposed to sporting opportunities 	DB to teach classes in upper year groups	Sept 2023	DB Action Plan	<p>This still needs to be started, as timetabling and staff shortages to cover DB has proved difficult</p> <p>DB attends termly cluster meetings to discuss opportunities for sport, upcoming festivals and competitions.</p> <p>DB providing a wide range of sport in afterschool clubs</p> <p>School has been its most competitive in festivals and competitions.</p> <p>Any equipment required has been identified and purchased.</p>

			<ul style="list-style-type: none"> DB to teach PE across the school (swap teacher) <p>Buy in after schools sports clubs (outside providers) RTB football club</p>				
3.1.7	AD	To promote creativity and expression throughout the school	<p>Purchase of outside provider to offer creative dance lessons associated with taught concepts</p> <p>To provide purposeful and authentic experiences and use of AOLE expertise to enrich the lives of our children across the school</p>	<p>PDG</p> <p>Outside provider</p>	Sept 2023	AD to model to all staff the creative process for learning i.e. explore, respond and create	<p>Opportunities for creativity provided through concept planning.</p> <p>Creative opportunities provided through whole school Saints project , display in main corridor.</p> <p>Feast Day creative project planned for Spring term.</p>
3.1.8	AD NW	To promote STEM skills	<p>ICT resources purchases</p> <p>Classroom environment improvements</p> <p>Create a STEM space outside classrooms for independent learning</p>		Sept 2023	NW/AD	<p>ICT resources provided for each class.</p> <p>AD audit of ICT skills across the school.</p> <p>STEM cluster project still in place.</p> <p>STEM activities to be booked through cluster project.</p>

			<p>Development of No-Dig sustainable garden with Roo Williams</p> <p>Family engagement through community garden growth project</p> <p>Development of cooking with outside kitchen/learning area</p> <p>Cooking classes for families and children (extra curricula)</p>				
3.2 Teaching and assessment							
3.2.1	JP RM	Robust assessment arrangements to make sure that children progress from their own baseline across the curriculum in all areas	<ul style="list-style-type: none"> • Observations • Pupil progress meetings • Teacher reflection journals • Standardised testing • Baselines 	SLT meeting time	Sept 2023	<p>Staff and SLT meeting minutes Update shared with governing body</p> <p>JP</p>	<p>Observation training for EY and Year 1 staff delivered from hwb end of OCT term</p> <p>New obs implemented</p> <p>Baseline letters completed for Autumn term</p>

			<ul style="list-style-type: none"> • PM benchmarking • National Numeracy and reading tests • Baseline letters to children written after 6 weeks 				
3.2.2	SLT	Collaborate with other schools (cluster and beyond) to share, discuss and trial assessment strategies	<ul style="list-style-type: none"> • Assessment policy will align to The Principles of progression in CfW 	SLT to arrange non-contact time (EIG)	Sep 2022 – July 2023	JP	<p>On going</p> <p>RE assessment and feedback strategies agreed and implemented.</p>
3.2.3	All	To implement WalkThru MER cycle	<p>Timetable for monitoring with WalkThru coaches</p> <p>MER timetable</p>		Sept 2023	AD and DB are coaches	<p>Walkthru cycle for Autumn term 2023 has been successfully completed. All teachers have completed conversation 1 and 2 and all</p>

			Performance Management for teachers/LSAs				have strategies to trial and embed. PM targets related to WT strategies. Timetable for Spring term 2024 completed.
3.2.4	All	To develop a whole school, consistent approach to self and peer assessment	Staff meeting to discuss/research effective self and peer assessment strategies Trial strategies in own classes and feedback/review Write policy around whole school approach linked to WalkThru		Sept 2023	SLT WalkThru cycle Learning evidence Pupil progress meeting	Peer buddies allocated on each table. (Y5) Beginning to explore, evaluate and implement evidence-based, self-assessment and peer-assessment strategies (Y6) RE assessment strategies in place.
December 2023		Limited		Satisfactory		Strong	Very Good
Comments							
March 2024		Limited		Satisfactory		Strong	Very Good
Comments							
June 2024		Limited		Satisfactory		Strong	Very Good
Comments							

PRIORITY 4: Care, support and guidance

Improvement focus from self-evaluation: (key issues, key priorities)

Sources:

- Headteacher observations (first 4 weeks), SLT and staff meeting discussions (new)
- Pupil voice/questionnaires (new)
- Parent conversations/questionnaires (new)
- Teaching staff discussions both informally and formally (Staff meetings/Performance management meetings)
- Teaching assistant staff discussions both informally and formally (new)
- National and regional priorities
- Discussion with Chair of Governors and other Governors

Links to ESTYN Inspection Framework:

4.1 Personal development

4.2 Safeguarding

Priority Lead: HT, SLT Governor Link: LN

Staff involved in priority: All Staff

Objective: To promote a culture of safety and wellbeing. To support all pupils' emotional, health and social needs so that they can engage positively with the school and benefit from the opportunities that we offer.

Ref	SLT Lea d	Action/Professional Learning Activity	Success Criteria (Measurable Outcomes)	Resources (including use of grant funding)	Timescale (Start – End)	Monitoring and evaluation arrangements <i>Who, what, where, when</i>	Progress against actions – are we on track?						
							Su 2	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2

4.1 Personal Development

4.1.1	FB	All class teachers to be responsible with support from ALNco and SLT to produce purposeful child centred one page profiles/IDPs to be in place for all children with appropriate challenging targets in line with the support to be received	<ul style="list-style-type: none"> Tailored bespoke support for each child Children being supported appropriately Needs being met Standards 	FB non-contact time (EIG)	Sept 2023	FB	Autumn term 2023 profiles completed.
4.1.2	RM	Daily collective worship to take place Including: Assemblies, Reflection time meditation	<p>Children growing in spiritual awareness across the curriculum</p> <p>All staff to upload evidence onto Google sites</p> <p>Evaluate on Google sites</p>		Sept 2023	JP and DS to monitor linked to RE MER cycle	See RE SEV and Monitoring cycles RE. Develop – Chaplins to monitor.
4.1.3	JP FB	Opportunities for children to grow and demonstrate the virtues contained within the Jesuit profile	<ul style="list-style-type: none"> Virtue immersion days Children explaining the meaning behind the virtues Children demonstrating the behaviours of the virtues 	PDG	Sept 2023	DS	See RE SEV and detailed JPP planning. System in place.

			<p>All staff to upload evidence onto Google sites</p> <p>Evaluate on Google sites</p>				
4.1.4	JP RM	To continue to engage families in supporting the childrens' development	<ul style="list-style-type: none"> • PACT sessions • Coffee mornings • Informal meet and greet at the end of the day 	PDG EIG	Sept 2023	JP/RM/FB	
4.2 Safeguarding							
4.2.1	JP FB	To continue to promote a culture where all stakeholders understand that safeguarding is the foundation of all that we do	<ul style="list-style-type: none"> • Staff using the language of "safeguarding" with the children • Children knowing how to keep themselves and others safe • Parents knowing our statutory duties • School updating families on 	SLT meeting time	Sept 2023	ALL STAFF	<p>Safeguarding is a standing item on weekly assemblies with children</p> <p>Our weekly newsletter contains information on safeguarding</p> <p>All concerns are logged immediately on MyConcern</p>

			<ul style="list-style-type: none">• Standing item on School council meetings• Standing item on weekly newsletter to parents /carers• Staff to log ALL incidents including injury/behaviour on My Concern				
4.2.2	FB	Review and revise current safeguarding policy to ensure that it is more concise and child friendly	All pupils understand (at an age appropriate level) how to keep themselves safe and how staff will safeguard them.	FB non contact time (EIG)	Sept 2023	Child friendly policy presented to Governors	
4.2.3	JP	To review and ensure that all members of staff including new staff members are proficient in the use of “My Concern” reporting system/Safeguarding level 1 training	To maintain effective processes to safeguard children	EIG	Sept 2023	Safeguarding data to be presented to Governors	All staff have had up to date level one training and are confident in using my concern to log concerns
Impact Evaluation							
December 2023		Limited		Satisfactory		Strong	Very Good
Comments							

March 2024	Limited	Satisfactory	Strong	Very Good
Comments				
June 2024	Limited	Satisfactory	Strong	Very Good
Comments				

PRIORITY 5: Leadership and management

Improvement focus from self-evaluation: (key issues, key priorities)

sources:

- Headteacher observations (first 6 weeks), SLT and staff meeting discussions (new)
- Pupil voice/questionnaires (new)
- Parent conversations/questionnaires (new)
- Teaching staff discussions both informally and formally (Staff meetings/Performance management meetings)
- Teaching assistant staff discussions both informally and formally (new)
- National and regional priorities
- Discussion with Chair of Governors and other Governors

Links to ESTYN Inspection Framework:

5.1 Quality and effectiveness of leaders and managers
 5.2 Self-evaluation processes and improvement planning
 5.3 Professional learning

Priority Lead: HT, SLT Governor Link: TP Staff involved in priority: All Staff

Objective: To provide highly effective leadership in all aspects of self-evaluation and school improvement.

Ref	SLT Lead	Action/Professional Learning Activity	Success Criteria (Measurable Outcomes)	Resources (including use of grant funding)	Time scale (Start – End)	Monitoring and evaluation arrangements <i>Who, what, where, when</i>	Progress against actions – are we on track?						
							Su 2	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2

5.1 Quality and effectiveness of leaders and managers

5.1.1	JP RM FB	Staff to develop a commitment to their own professional learning through a robust and purposeful performance management cycle	<ul style="list-style-type: none"> Leaders to embed a research driven culture Staff record professional learning experiences and evidence within their own personal development file PM arrangements contribute to the Professional development of staff and to the achievement of 	Professional learning Grant from the EAS to be allocated to planned activities	Sept 2023	Termly progress reports to Governing Body JP/FB/RM (other staff)	Professional learning linked to improving pedagogy through WT strategies being trialled following instructional coaching sessions. Grant spends linked to PL for Humanities: LL, Expressive Arts (AD). RM started child psychology degree (school funded). PM targets for all staff linked to continued PL.						
-------	----------------	---	---	--	-----------	---	---	--	--	--	--	--	--

			wider development objectives of the school				
5.1.2	JP	To continue to develop a culture of inspirational leaders who work collaboratively to raise standards	<ul style="list-style-type: none"> • Staff engaging with new professional standards • Staff researching through action planning, pedagogy • Staff leading initiatives through school • Staff demonstrating the culture of the school • Staff • Provide opportunities to develop middle and senior leadership skills 	SLT (EIG)	Sept 2023	SLT to monitor progress and AOLE leads to report progress to Governors	AD has become NQT mentor for BD DB mentor for JT. AD and DB lead the walkthru process as the first trained instructional coaches. NW and DS to shadow and train to become WTIC in 2024.
5.1.3	JP	To continue to develop the characteristics of a School as Learning Organisation (SLO) in order to adapt more quickly to change and explore new approaches with a means to	<ul style="list-style-type: none"> • Stake holders complete the online "School as a learning organisation" questionnaire and leaders 	EIG to be used to fund staff to work alongside middle & senior leaders	Sept 2023	JP	SLO Survey completed Autumn term 2023.

		improving learning and outcomes for all children	develop a culture of a self-improving system. Staff focus on promoting team learning and collaboration. Leadership create a shared and inclusive vision with the aims to enhance the learning experiences and outcomes of all students involving all staff				
5.2 Self-evaluation processes and improvement planning							
5.2.1	SLT	To continue to develop effective self-evaluation procedures to inform a clear and robust School Development Plan	Using identified areas for improvement from self-evaluation, which complies with statutory regulations.	SLT non-contact time	Sept 2023	JP/RM SDP agreed by GB, LA and EAS at SDP Professional Discussion meeting November 2021	SEV processes are embedding. Termly evaluation of whole school SDP feeds into annual MER timetable/cycle, which feeds into Termly rapid action plans (based on this SEV), which is evaluated using the FADE process. which feeds into whole school processes for improvement vision for all children to improve from their own baselines.

5.2.2	JP	Continue to inform children and parents through a simplified version of the SDP	Using identified areas for improvement from self-evaluation, which complies with statutory regulations. Coffee mornings.	SLT (EIG)	Sept 2023		Simplified version has been produced and is displayed in main corridor of school.
5.2.3	JP	Consult with parents and pupils regarding SDP	Questionnaires: Identify areas for improvement from self-evaluation to comply with statutory regulations.	Regular contact with parents and other stakeholders	Oct 2023		New parent/child questionnaire Jan 2024.
5.2.4	JP	Consult with EAS and LA - engage in regional SDP Professional Conversations	Monitor the accuracy and pace of school improvement activity over the academic year 2021-2022 and demonstrate effective pace of improvement to key stakeholders (EAS, LA, staff and governors).	JP and SIP	Nov 2023	SIP/Principal CA's report following SDP professional discussion to be reported to Governing Body.	ASOS has made this difficult
5.3 Professional learning							
5.3.1	JP RM FB	To continue the process of embedding the "WALKTHRU" approach to Self-Evaluation Support to raise standards across the school through CfW development	Develop staff awareness of walkthrus to embed further WalkThru timetable		Sept 2023	JP/AD/DB	HT is quality assuring teaching videos with written evaluations which match coaching evaluations and teacher self-assessment

5.3.2	JP RM FB	Establish an effective and purposeful Professional Learning (PL) calendar for the year, to include Inset days.	Audit PL for previous academic year and identify training needs for current year. Discuss staff strengths through PM cycle to identify future needs.	PL Lead	Sept 2023	PL progress report to governors once per term via HT report. PM cycle	See 5.5.1
-------	----------------	--	---	---------	--------------	--	---------------------------

Impact Evaluation				
December 2023	Limited	Satisfactory	Strong	Very Good
Comments				
March 2024	Limited	Satisfactory	Strong	Very Good
Comments				
June 2024	Limited	Satisfactory	Strong	Very Good
Comments				

Criteria for progress judgements

	Addressing the recommendation	Aspects still requiring attention	Impact on standards and/or quality of provision	Work required on the next monitoring visit
Limited progress	Does not meet the recommendation	All or many important aspects still awaiting attention	No impact on standards and/or quality of provision (eg standards have declined since core inspection in key indicators)	Much work still to do and many aspects still to consider

Satisfactory progress	Addresses the recommendation in many respects	A few important aspects still require significant attention	Limited impact on standards and/or quality of provision	Many aspects addressed but still significant work to do in important areas
Strong progress	Addresses the recommendation in most respects	Only minor aspects still require attention	Positive impact on standards and/or quality of provision	Most aspects covered already with little significant work left to do
Very good progress	Addresses the recommendation in all respects	No aspects require further attention	Very good impact on quality of provision	School to maintain and build on improved practice

Estyn Quantifiers (to support evaluative statements):

nearly all = with very few exceptions

most = 90% or more

many = 70% or more

a majority = over 60%

half = 50%

around half = close to 50%

a minority = below 40%

few = below 20%

very few = less than 10%

School Development Priorities

Years 3

2023-2025

YEAR 3 PRIORITIES:

Priority	Action/Professional Learning	Success criteria	Grants/finance
1 Learning	To further refine Curriculum for Wales teaching, learning & assessment procedures	To ensure effective CfW delivery and assessment leads to a more enriched learning experience for all pupils	EIG PL
	Ensure that AoLE Lead Groups work collaboratively both in school and with other schools and are effective in developing an exciting and contextual curriculum that raises standards	Pupils benefit from an exciting and enriched learning experience	EIG PL
	To ensure that pupil voice, parent voice and the wider monitoring cycle are used to effectively to shape CfW teaching and learning	To refine and develop a curriculum that meets the needs of all learners.	EIG
2 Wellbeing and attitudes to learning	Ensure that pupil voice is used effectively (alongside the MOTIONAL tool) to develop and refine interventions. To continue to embed the Trauma Informed approach to building relationships support for pupil wellbeing and general attitudes to learning	Pupils realise that they have a voice and are able to contribute to provision and teaching and learning in school.	PDG
	To continue to improve pupil and staff mental health and wellbeing.	Staff and pupils are confident, happy and feel positive towards their general mental health and the change in culture around behaviour management.	PDG ALP
	To continue to work with cluster to implement RADY approach to uplifting targets for specific pupils	Raise attainment for disadvantaged youngsters	PDG ALP
	To continue to embed Curriculum for Wales and ensure that an exciting, broad and balanced curriculum is delivered	Ensure that an exciting and appropriate curriculum is provided for all children	PL Lead grant

3 Teaching and learning experiences	across all AoLEs through teaching of concepts through inquiry		
	Continue to develop a CfW approach to the RE curriculum and respond to changes to requirements in the teaching of RE	Ensure that effective provision of RE is provided	EIG
4 Care, support and guidance	To refine and develop our approach to PACT	PACT is embedded in the school ethos, parish and wider community and families are seen as partners in their child's education.	EIG
	Continue to refine interventions and further develop our nurture provision and sensory approach to raising standards and closing the gap.	To ensure that all pupils, and especially those with additional needs are fully supported	ALP PDG
5 Leadership and management	To ensure that all new and less experienced members of staff have the opportunity to develop their leadership skills	To provide more effective school leadership and train future school leaders	EIG
	To further develop the role of the Governing Body by ensuring that all Governors have the opportunity to work alongside class teachers and supporting pupils	To develop Governor awareness of the challenges faced by staff and to allow them to observe good practice across the school	EIG