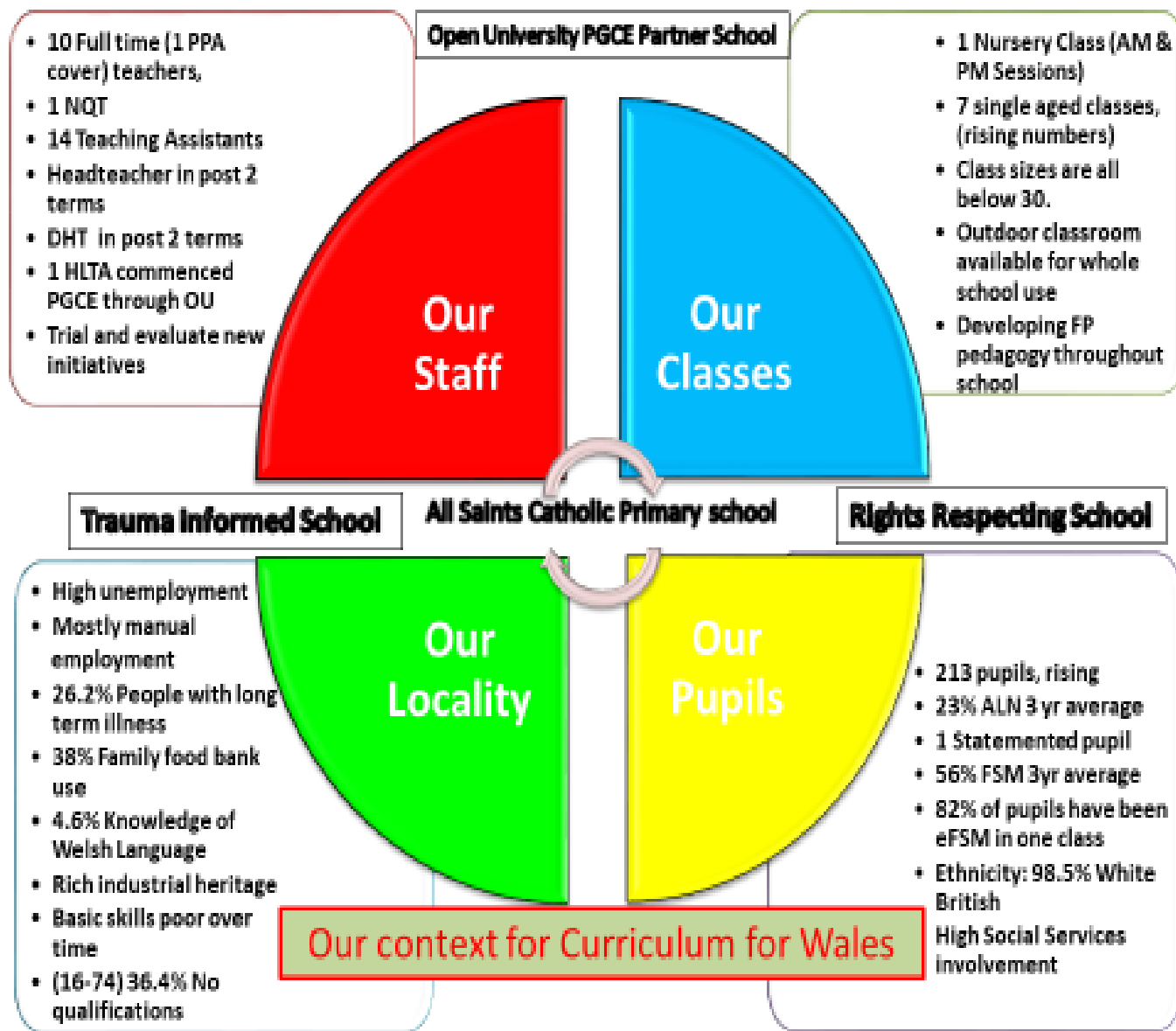




All Saints Catholic Primary Self Evaluation Report Sept 2022



Current Analysis

This School Evaluation Report is based on initial research 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 going forward (2022) and form part of everyday teaching and learning.

PRIORITY 1: Teaching and Learning					
					Evaluation
1.1.1	JP/ RM	Review assessment policy in line with the implementation of the New Curriculum for Wales	All staff to follow the reviewed policy which matches the principles of progression and impacts positively on progress for all pupils.		Curriculum for Wales development over the past year has been challenging. I believe it was too ambitious to expect an assessment policy that was fit for purpose to be produced alongside the development of the new CfW. Therefore as part of PL, teachers have been asked over the past year to trial evidenced based approaches to assessment such as inclusive differentiation and Michealea Marking and feedback. Therefore, a focus for next year will be on ensuring that assessment procedures are refined to compliment the new CfW (cluster and school approach). All staff (including TAs), must ensure that they continually develop and refine their understanding of “assessment of” and Assessment for Learning (AfL), to ensure that assessment helps every child progresses from their own baselines form all areas of the curriculum. (1.1.1)
1.1.2	RM/ FB	To provide catch-up support to maintain and raise standards in reading. Pupils to read widely and across a range of subjects to a high standard, with fluency and comprehension appropriate to their age and context.	Daily RWI sessions in FP classes and Spelling and Handwriting in KS2How well do children develop the knowledge, understanding and skills appropriate for their ages and starting points, make progress across the school, especially since starting school, from one phase to another and during the school year. Dedicated RWI catch-		Intervention will continue to focus on literacy, numeracy and reducing the impact of poverty on attainment. Data was not used robustly enough this year to properly target the right children. In order to rectify this teachers will use reflective journals to record pupil progress and collaborate with planning. Better use of pupil voice and parent voice is essential. For example, evaluation of the quality of pupil voice and the extent to which it informs and contributes to the next steps on teaching and learning for each individual child. National tests and in house baseline assessments will be scrutinised robustly and used to inform T and L. Therefore dedicated catch up sessions will be focussed on addressing misconceptions and gaps in learning towards individual targets. (1.1.4) RWI will continue.

			<p>up sessions and reading support in the afternoons maintained to target daily misconception and gaps in learning and provide catch-provision. Regular testing by RWI Manager and re-grouping in line with progress</p>		
1.1.3	JP/ RM/ FB	To improve standards in writing skills and reading skills across the curriculum.	<p>Planning formats include opportunities for daily writing Daily short burst writing activities to develop spelling, punctuation and grammar in a creative context Extended writing activities developed through role play/investigative areas in the class Clear analysis of data identifying groups of learners. Recall previous learning, acquire new knowledge, understanding and skills, and develop their thinking and problem-solving skills</p>		<p>Writing and reading standards must improve across the school. Although there has been very good progress from individual baselines for many children, comparative data would suggest that the children of All Saints still lack basic literacy skills. In order to address this, there will be a focus on providing rich, exciting and authentic learning experiences for all children. (1.1.2).</p>

1.1.4	SLT	To improve writing standards for groups of learners eg FSM, boys, vulnerable, MAT	Children to apply their skills, knowledge, and understanding to new situations, both in and outside of the classroom		As above
1.1.5	RM FB	To provide a range of contextual enrichment experiences to stimulate interest in reading and writing including outdoor learning and pupil voice determined genres.	SLT to evaluate: whether specific groups of pupils are making as much progress as they should be in relation to their starting points. Level of progress for ALN pupils and identified vulnerable children (ACES) make in relation to their individual targets and starting points, who do not receive support for additional learning needs Ensure opportunities are made for cross-curricular links to reading (having topic books available in book corners, science books which match the theme, non-fiction resources exposing pupils to current events etc)		As above

1.1.6	RM	To ensure staff provide purposeful feedback to pupils about their writing, spelling and other skills on a day to day basis.	Review marking and feedback policy. AD to trial various evidenced based approaches including inclusive differentiation. Identify non- negotiables in writing, including spelling, grammar and punctuation. Book reviews relate to marking and feedback policy. All work to be marked at the latest within the week but on the whole on a day to day basis for immediate feedback		The marking and feedback policy for the school is still in development. As a result of increased teacher autonomy this year, the type of marking and feedback across the school has been varied. Professional development and risk taking in terms of trialling evidenced based approaches has been encouraged by the HT. This year a focus on gathering all evaluations and feedback will be a priority to develop a Marking and Feedback policy that is right for the children of All Saints.
1.1.7	RM/ FB	To ensure purposeful assessment of writing to improve progress across the school.	SLT to review the way assessment is carried out across whole school in line with CfW		As above
1.1.8	JP/ NP/ RM	Teach children how to access IT systems and ensure competency with online learning.	HT to Liase with SRS to ensure that IT access is data protection compliant in order for children use all IT equipment appropriate		Children's IT skills are under-developed in some classes. Investment in up to date fit for purpose IT equipment is needed. The intention of creating a "21 st Century" classroom has been proposed and 2 teachers have produced a rationale in order to apply for this offer.

			to their expected their skill level		
PRIORITY 1.2 : Teaching and Learning					
1.2 Standards and progress overall: Priority Target 1.2				Evaluation	
1.2.1	JP/ RM	Review Maths Policy in line with New Curriculum changes and upskill new curriculum lead (DB)	All staff to follow the reviewed policy which matches the principles of progression and impacts positively on progress for all pupils.		There has been very good cluster collaboration this year with all staff. This will continue next year. The maths policy is still in development as we progress towards writing the mathematics aspects of the new CfW. Children’s basic maths skills at All Saints are generally under-developed across the school. A focus on the “Ebbw Fawr 5” will need to embed with daily Bell tasks continuing. (1.2.1). Financial literacy development must be a focus for next year.
1.2.2	RM/ FB	To provide whole school catch-up and Numicon intervention to maintain and raise standards in numeracy.	Daily intervention following initial catch-up baseline assessment. How well do children develop the knowledge, understanding and skills appropriate for their ages and starting points, make progress across the school, especially since starting school during the school year.		Timetabled interventions have taken place all year. Nearly all children have made progress from their own baselines according to exit data. Please see embedded document below for evidence.

1.2.3	RM	Develop new medium term and short term plans for Maths through shared doc collaborative planning and trial and evaluate, evidenced based approaches for assessment and marking.	Planning formats include opportunities for Bell tasks. Clear analysis of assessment, to identify the progress of groups of learners. Development of thinking and problem-solving skills through the embedding of the DRICE principles.		<p>Planning formats will continue to be trialled next year. Collaborative planning whilst effective in maintaining continuity of teaching and learning from Nursery to Year 6 is restricted to due time and priorities. Therefore staff will plan both individually and collaboratively and evaluate both at pedagogical staff meetings and on an individual basis.</p> <p>Staff have expressed a need for more challenge across the curriculum and it has been agreed that that Whiterose Maths resources will be used more consistently next year.</p> <p>We will continue to engage with the cluster numeracy project on planning and assessment for numeracy to further develop M and N AOLe.</p>
1.2.4	SLT	Ensure vulnerable pupils who are at risk of underachieving are given appropriate and timely intervention and support which is consistently monitored by the class teacher. (Carry out initial whole school survey)	Children to apply their skills, knowledge, and understanding to new situations, both in and outside of the classroom (Twilight on outdoor learning) SLT to evaluate: whether specific groups of pupils are making as much progress as they should be in relation to their starting points. Level of progress for ALN pupils and identified vulnerable children (ACES) make in relation to their individual targets and starting points, who do not receive support for additional learning needs Ensure opportunities are made		<p>A more robust and “Task and finish” approach for the targeted support for identified children through teacher assessment and the production of a vulnerable pupil matrix must become embedded.</p> <p>Vulnerable pupils must be identified on a daily basis in conjunction with each child’s MOTIONAL plan.</p>

			for cross-curricular links to maths.				
1.2.6	JP/RM	Teach consistent approach throughout school using the pedagogy of DRICE.	Review teaching and learning policy. Identify non-negotiables in DRICE approach and to upskill new 2 members of staff.	The DRICE approach has not become embedded due to a lack of training for new staff. Pedagogical approaches will be based on Donaldson's 12 pedagogical principles going forward.			
1.2.7	All Class teachers	Provide MAT pupils with additional and extension teaching of Reasoning.	Additional resources to be purchased for MAT pupils. Additional challenges and opportunities to develop independent learning through problem-solving and step-back approach. Intervention groups set up for MAT learners.	Teaching and support staff. SLT Assessment lead (AD) PDG/EIG	Resources to be purchased.		

PRIORITY 2: Wellbeing and attitudes to learning

2.1 Wellbeing: Evaluation

2.1.1	RM JP	Development of Wellbeing provision Nurture Intervention and Sensory room for vulnerable	SLT to work together to ensure the implementation and	Nurture intervention as planned did not work. This was due to difficulties with timetabling and the vision not being able to be matched with practicality. However, sensory areas are now part of every classroom in the school and are being used appropriately by children.		
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		children to access focussed sensory and nurturing learning to address Social/Emotional and academic issues	monitoring of both new provisions.	Sensory provision needs to be available universally for all children. The sensory room in the nursery has been used effectively. Next year we will build on embedding the change of culture which was implemented at the start of Sept 2021 to create an atmosphere of safety, wellbeing and nurture. All staff to continue to build upon the positive relationships already established with parents and community.
2.1.2	JP/ FB RM	Establish a new approach to building relationships (peer to peer, adult to adult) through the introduction of the Trauma Informed Schools (TIS) approach. Every adult in school to receive training.	All Staff (including MDS, caretaker etc... to acquire an in- depth knowledge of vulnerable pupils strengths, weaknesses and concerns.	The trauma informed approach whilst valued by staff did not meet expectations. SLT have accepted that it was a too big project to introduce all at once. The approach was met with some resistance from some staff who need more training in order to follow the policy. There is a need to develop a whole school ethos and culture which encompasses nurture with Christ at the centre. THRIVE training will be organised for the start of the summer term 2022.
2.1.3	JP DS	Embed Catholic Relationship and Sex Education (RSE) curriculum across the school.	All year groups to use recently purchased A Fertile Heart and Ten Ten RSE and deliver lessons according to the SOW. i.e. (6 per year)	RE coordinator to lead from Sept 2022. All resources to be purchased

2.1.4	JP FB	Introduce whole school "Motional" survey. Initial survey to be carried out for all children from nursery to year 6 to establish individual need and bespoke programme of activities for each child.	An accurate analysis of need and baselines established. Development of bespoke targets to improve whole school provision for wellbeing leading to raising standards. Twilight sessions booked for staff training, including with Caroline Friend	The use of the MOTIONAL tool has not been embedded. This must become routine in order to effectively target the right children for interventions
2.1.5	JP FB RM	Introduce new (both formal and informal) ways of engaging with parents and supporting parents through Families First and Social Services provision plans	Parent questionnaires sent out Sept 2021. SLT to analyse responses and listen to suggestions that can feed into SDP.	Parental engagement has been successful this year. The HT speaks to parents everyday outside the school. The parent questionnaire (end of Summer term 2022) provides very positive feedback. (embed questionnaire here). Responses will feed into next years SDP
2.1.6	JP FB	Continue to address wellbeing by providing catch-up programmes and social/emotional support for vulnerable and eFSM pupils to achieve success and improve attitudes to learning and improved outcomes.	All staff to receive training.	As above (2.1.1)
2.1.7		Introduce pupil voice groups, Criw Cymreag and School Parliament/School Council.	SLT to show how effective the impact of pupil voice actually is, in	Pupil voice groups need to be developed further. School Council have held weekly minuted meetings. School Parliament needs to become established. Criw Cymreag are established.

		Children to be consulted on the development of our contextual curriculum.	terms of the extent to which deciding the content of curriculum planning for Welsh.	A child friendly SDP has been produced and is on display (2021). Due to the complexities of curriculum development for staff, pupil consultation will be an area for development next academic year.
2.1.8		To invest in and begin the process of achieving “Bronze Level Rights Respecting School Award”	To ensure that pupils understand their rights. Achieve Bronze award by 30 th November	Bronze level Rights Respecting School award has been achieved. Working towards Silver next academic year.

2.2 Attitudes to learning

2.2.1	JP FB	Write a Relationships Policy based on the principles and approaches of the TIS approach, Rights Respecting School award, ALN reform and step-back approach and begin to implement the actions of the policy.	The policy to reflect evidenced based approaches to building relationships. All staff (every adult in school) understand and implement agreed values and principles.	The policy is still in draft. See above (2.1.2)
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2.2.2	JP RM FB	Implement the RADY approach to learning to develop an equitable approach to raising attainment. Conduct regular review of pupils highlighted for RADY uplift targets with class teachers.	Identify areas of strength and for development. Ensure that all staff understand the principles of RADY and how , targeted provision at the appropriate level for best practice	RADY approach has not been implemented. This will be a priority fro next year's SDP. Contact Idris Davies for resources and training first week in Sept 2022
2.2.3	FB RM	Improve well-Being and attitudes to learning by providing support and direct teaching.	Children targeted for additional support and timetable in place. Vulnerable pupils identified on a daily basis and needs met through accessing new "Safe sensory Spaces" in class attending new Nurture Provision and Sensory Room. Action main findings from new MOTIONAL Survey report to address well-being needs.	See above (2.1.2)

PRIORITY 3: Teaching and learning experiences

3.1 The breadth, balance and appropriateness of the curriculum

3.1.1	JP RM	A whole staff consultation regarding the current format for long, medium and short term planning. Identify shortcomings and assess for purpose in relation to Curriculum for Wales.	Increase responsibility accountability and confidence for staff in regards to planning, designing and delivering CfW.	See above (1.2.2) New planning format for teaching concepts through inquiry needs to be developed and embedded through staff collaboration. Implement opportunities for all children to demonstrate the development of the 4CP. Child initiated learning to be a focus of future planning together with pupil voice.
3.1.2	JP RM FB	Re-assess the role of subject co-ordinators/AoLE leads and reassign AoLE teams and introduce an AoLE team approach to CfW development.	All staff to be engaged in collaboratively developing AoLEs for continuity, differentiation and progression.	All AoLE leads and teams have been established
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 Bronze award by end of Autumn term 2021	Appoint new Welsh coordinator (CM) to collaborate with EAS advisor to produce an action plan	Continue next year 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	Create a whole school vision for digital learning, including 360 Safe, ensuring all safeguarding policies and procedures are in place.	All pupils and staff understand the vision for digital learning. School	This needs to be a priority for next year's SDP

			achieves 360 degree safe status	
3.1.5	JP	Implement timetabled and non-timetabled Nurture room provision and sensory room for vulnerable children	An initial vulnerability survey of whole school need to be carried out at the start of term.	See above (2.1.1)
3.1.6	JP RM	To implement the teaching and learning of Black, Asian, and minority ethnic histories and cultures (BAME)	All pupils and staff to be able to demonstrate increased knowledge of all of Wales' communities and their international connections.	This has been timetabled and extended to immersion day. This will continue.
3.2 Teaching and assessment			Evaluation	
3.2.1	JP RM	Audit current assessment priorities and recording arrangements and assess their effectiveness. Arrange to implement reading and numeracy online personalised assessments via HWB platform in line with CfW reform	Streamlined assessment that is in line with TIS approach and ease staff workload to create manageable and purposeful assessment.	Assessment of and for will be a PL focus for all staff for next year.
3.2.2	JP RM	Collaborate with other schools both within and outside cluster to share , discuss and trial assessment strategies.	Assessment policy will align to The Principles of Progression in CfW.	See above (1.2.1)

3.2.3	SLT	Further develop the application of Foundation Phase pedagogy across the school to create opportunities for all AoLE teams to engage in best practice.	Clear expectations established for collaborative planning and facilitating FP pedagogy. Good practice is shared to ensure consistency of approach.	All staff have been consulted on learning classroom learning environments and a challenge to create a 21 st Century classroom has been put out to all staff. 2 members of staff (LL) and (AD) have produced a rationale for developing this. This will be a significant financial investment to raise standards FP pedagogy is embedding throughout the school.
3.2.4	All Teaching Staff	Plan blended learning approaches that prepare for the New Curriculum for Wales and develop on-going plans to manage blended learning if we face a further lockdown at short notice in the future.	Teachers trained in approaches to online learning and given time to develop their own digital skills. Teachers planning makes reference to blended learning. Four core purposes to be evidenced in teachers planning and pupils work. Teachers set independent activities that children can complete on their own, regardless of ability level.	NA

PRIORITY 4: Care, support and guidance

4.1 Personal Development

4.1.1	JP RM	All staff to engage in Professional Learning to acquire sufficient knowledge to conform to the legal requirements of ALN reform.	All stakeholders: Staff, Parents, Governors understand the implications of ALN reform.	Staff have attended regular update meetings and are familiar with their statutory duties and responsibilities. ALNco (RM) has provided regular updates to staff throughout the year. All class teachers must 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 See above (2.1.2)
4.1.2	FB	Engage in PACT sessions (infants) with appropriate activities from PACT toolkit.	Engage parents in their child's education in order to raise standards.	FB to feedback (COVID Restrictions stopped this)
4.1.3	RM	Daily Collective worship to take place (via TEAMS) until risk assessment allows face to face in the hall.	All pupils to receive regular collective worship, in line with statutory requirements (to include reference to Jesuit Pupil profile pair.)	All collective worship is now face to face, timetabled (staff) and linked to the Jesuit profiles and liturgical year.

4.1.4	JP FB	Implement the MOTIONAL tool kit to create bespoke individualised lesson plans that provide “out of class” structured activities	To ensure that effective , structured and interventions are in place to support all pupils’ wellbeing, physical and academic needs in line with the Trauma Informed approach to relationships. (See Relationships policy (Sep t2021).	One page profiles have been produced and are now embedded across the school
4.1.5	JP RM	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.	To provide tailored, bespoke support to all pupils	

4.1.6	JP	To establish after school clubs operating 3.30-4:30pm (M,T,Th,F) to include Mini Vinnies	To extend Health and Wellbeing agenda through extra curricula activities for pupils and provide additional support for parents.	Established
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4.2 Safeguarding

4.2.1	JP FB	Work with Sarah Dixon, Blaenau Gwent's Safeguarding Officer to complete a full safeguarding audit to establish statutory requirements	To develop and refine effective safeguarding processes that are consistently applied	On going work
4.2.2	JP	Complete a site security review and strengthen arrangements for site management	All staff to have accurate identification badges and exit and entry fobs Secure entry point for all visitors. Safe management of internal and external access doors and gates. Combination locks to be purchased for internal; gates with knowledge of combination for all staff only.	I have been in touch with Rob Jenkins and the Archdiocese concerning security of the school which is not acceptable at the moment. External fences need replacing. The LA and AD appear to be passing the problem to each other. This will be pursued next year.
4.2.3	JP	Complete whole staff Level 1 Team Teach training	All staff take a consistent approach to supporting pupils' behaviour.	Completed annually, scheduled for Sept 2022
4.2.4	FB	Review & 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.	On going

4.2.5	JP	To ensure that all members of staff including new staff members are proficient in the use of "My Concern" reporting system	To maintain effective processes to safeguard children	All staff are aware of how to log concerns and act on set tasks from DSP
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PRIORITY 5: Leadership and management

5.1 Quality and effectiveness of leaders and managers

5.1.1	JP RM FB	Make all staff and Governors aware of the New Professional Standards and the new teaching assistant standards and how they contribute to continuous improvement.	Leaders support staff to continuously engage with the new standards, and how the Values and Dispositions are demonstrated by all staff.	On going
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5.1.2	JP	Staff to develop a commitment to their own Professional learning.	Leaders to develop a research driven culture within the school as professional learning replaces professional development. All staff to record professional experiences and evidence within a recognised format such as the EWCs Professional Learning Passport. Leaders to ensure that the Wellbeing Act 2015 is reflected in all school policies.	Staff will be adopting the use of teaching and learning journals next year to develop a culture of inspirational leaders who work collaboratively to raise standards
5.1.3	JP	To support all staff to aspire to leadership roles.	More staff developed to fulfil leadership roles at All Saints. (DB and CM) to lead curriculum planning.	On going
5.1.4	JP	To realise the four enabling objectives in school of the Welsh Government's National mission for a Transformational curriculum to sustain effective improvement.	Leaders to ensure that the Wellbeing Act 2015 is reflected in all school policies. Leaders to embed the idea of the curriculum being purpose and process driven rather than content and coverage driven. Leaders	On going

			<p>to ensure that all staff to drill down into the “What matters” statements for each AOLE and show staff how this is linked to assessment.</p> <p>Leaders to develop “Pupil Learning Reviews” to support conversations between children and teachers about children’s views of how they are progressing towards the Four Purposes, their attitudes to learning and how they feel they can be further supported.</p>	
5.1.5	JP	<p>To begin 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 improving learning and outcomes for all children.</p>	<p>Stake holders complete the online “School as a learning organisation” questionnaire and leaders 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</p>	<p>This is not embedded. Due to the need of a culture change at the school it was felt by all staff that they needed a full academic year to be able to give honest feedback. All staff to complete the SLO Sept 2022 (or soon after).</p>

5.1.6	JP	Develop a robust and purposeful Performance Management cycle	Performance management arrangements contribute to the professional development of its staff and to the achievement of wider development objectives for the school and its learners.	On going
5.1.7	JP	Re-allocate staff to AoLE teams that more effectively match staff qualifications and strengths.	AoLE Teams that are effective in developing the Curriculum for Wales (CfW)	Complete
5.1.8	JP	Work with the Local Authority to implement Operational Covid-19 Guidance, regularly update risk assessment, in line with national and local requirements.	SLT monitor updates to advice and adapt school processes and procedures accordingly. Updates are effectively communicated to staff, parents and governors.	NA

5.2 Self-evaluation processes and improvement planning

5.2.1	SLT	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.	On going	
5.2.2	JP	Produce the following versions of the SDP: Children and parents simplified version for children to ensure	Using identified areas for improvement from self-evaluation, which complies with statutory regulations.	On going	
5.2.3	JP	Consult with parents and pupils regarding SDP	Questionnaires: Identify areas for improvement from self-evaluation to comply with statutory regulations.	This will be a priority for the development of next year's SDP	
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).	On going	

5.3 Professional learning

5.3.1	JP RM FB	Develop professional enquiry to raise standards across the school	All staff participate effectively in the Lesson Study approach to PL.	On going
5.3.3	JP RM FB	Establish an effective and purposeful Professional Learning (PL) calendar for the year, to include Inset days.	An audit of staff PL undertaken in September 2021 informs planning for the year and ensures that all staff see their place in the PL pathway.	On going

School Improvement Priorities

Years 2 and 3

2022-2024

YEAR 2 PRIORITIES:

Priority	Action/Professional Learning	Success criteria	Grants/finance
1 Learning	To continue to raise standards around CfW by reviewing whole school teaching, learning and assessment procedures	A more effective CfW teaching and learning experience for all pupils	EIG PL
	To raise standards by continuing to address priorities identified in year 1 monitoring cycle	To maximise pupil progression in all areas of the curriculum	EIG
	To develop and refine the second year of CfW provision	Ensure appropriate curriculum provision for all pupils.	PL EIG
2 Wellbeing and attitudes to learning	(In response to SLO Survey) Continue to strengthen opportunities for Pupil Voice and parent voice and ensure that it is linked to community & parish development	Develop more effective parental, community and parish links	PDG
	Continue to develop areas of improvement identified through evaluation procedures and results of SLO survey	Establishing effective procedures to support pupil and staff wellbeing	PDG EIG ALP

	Refine and further develop the Trauma Informed approach to building relationships, and further develop the RADY approach to raising attainment	To raise attainment and refine an equitable approach	EIG PDG ALP
3 Teaching and learning experiences	To develop and refine the second year of CfW provision	Ensure appropriate curriculum provision for all pupils.	PL
	Further develop continuity and progression across all AoLEs	Clear expectations established for planning and facilitating enhanced provision. Good practice is shared to ensure consistency of approach.	PL EIG
	Continue to embed the Catholic RSE Syllabus and develop a CfW approach to teaching and learning in Religious Education	To ensure that RE provision is CfW ready to support pupils to deliver skills & values to understand how relationships & sexuality shape their own lives and the lives of others	EIG PL
4 Care, support and guidance	Repeat the PACT evaluation tool for early years	PACT is embedded in the school ethos and families are closely involved in their children's education	ALP PDG
	To develop effective interventions to support learning and embed the MOTIONAL assessment tool to evidence care and support interventions in line with the Trauma Informed Schools approach	To "close the gap" and raise attainment for specific children	ALP PDG
	To refine and develop safeguarding procedures through whole school audit	Safeguarding is effective and supported by robust procedures	EIG
5 Leadership and management			
	To provide opportunities to develop middle and senior leadership skills	To provide more effective school leadership and train future school leaders	EIG

	Work with Chair of Governors and SLT to ensure that Governors skills/strengths are matched to appropriate sub committees. Ensure that Governors are more closely involved in whole school self-evaluation procedures	To ensure that the Governing Body and SLT work together to raise standards	EIG
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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
3 Teaching and learning experiences	To continue to embed Curriculum for Wales and ensure that an exciting, broad and balanced curriculum is delivered across all AoLEs	Ensure that an exciting and appropriate curriculum is provided for all children	PL Lead grant
	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

