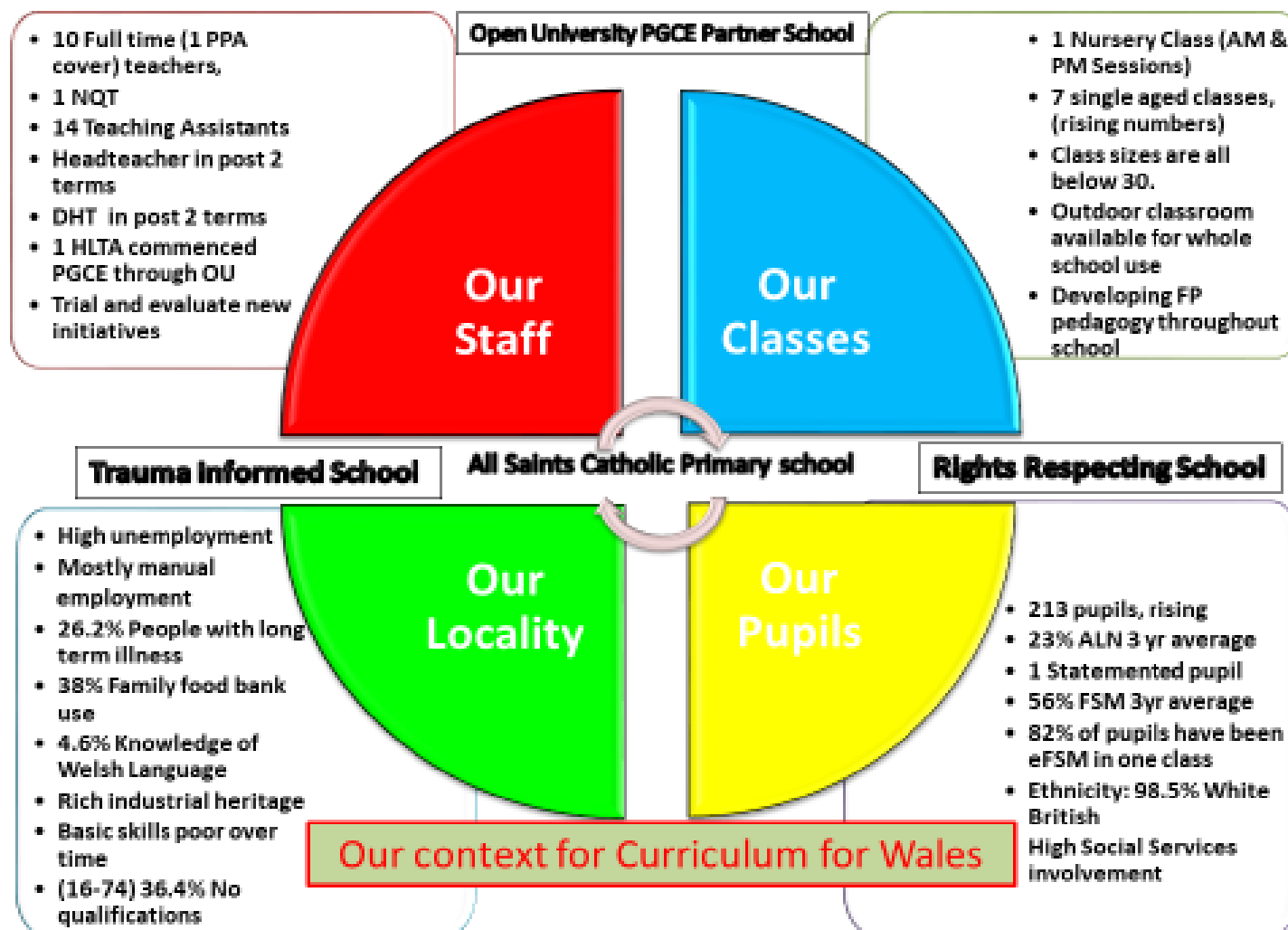




All Saints Catholic Primary School Development Plan 2022-2025

“Caring, Sharing, Loving and Learning Together.”





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 AOEs, 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
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Year 1 – 2022-2023

Overview of proposed outcomes

- A planned implementation of the New Transformational Curriculum for Wales by embracing current thoughts, research and development to raise standards
- Have a clear analysis of where pupils' skills and standards lie following the first year after recovery from COVID restrictions baseline assessments (Sept 2022)
- 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
- To obtain the Rights Respecting Schools Silver award
- 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 improve writing standards in RE and identify strengths and areas for improvement
- The offer to all pupils of specific and targeted interventions for Thrive and ELSA support as per the new ALN code (THRIVE training Sept 2022)
- Targeted support for vulnerable groups of children (identified through initial pupil survey) and including eFSM and ALN pupils.
- Embed school readiness for ALN reform
- 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 implement the RADY programme to ensure a whole school equitable approach to attainment

PRIORITY 1: Teaching and Learning

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

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?						
							Su 2	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2

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


1.1.1	JP/ RM	To continually develop staff's understanding of AfL and of learning, to ensure that every child progresses from their own baseline	<ul style="list-style-type: none"> • Professional learning opportunities for AfL 	(RM) non-contact time	Sept 2022 (on-going)	Action plan to show monitoring Hyperlink to action plans 2-3 FADE forms per action plan)_							
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			<ul style="list-style-type: none"> Staff to follow developed Assessment policy. (TAs too) Development of reflective journals for continuous evaluation of learning.	SLT meetings time (EIG)		Monitored by... RM  MER All saints 2022-23.docx								
1.1.2	RM/ FB	Provide exciting, enriching and authentic learning experiences to spark creativity and fire children's imaginations	Teachers to collaborate with planning, discussion and whole school focus on concepts. 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	SLT non contact time (EIG/PDG)	Sept 2022 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 RM								
1.1.3	JP/ RM/ FB	Continuous and robust evaluation of children's progress from their own baseline	Evaluation of the quality of pupil voice and the extent to which it informs and contributes to the next steps in teaching and learning.	SLT non contact time (EIG)		SLT meeting every term to discuss progress of every child. Pupil voice meetings with SLT and children FB RM, NP, AD and LL <ul style="list-style-type: none"> RM to meet with DS 								

[illegible]

Impact Evaluation				
December 2022	Limited	Satisfactory	Strong	Very Good
Comments				
March 2023	Limited	Satisfactory	Strong	Very Good
Comments				
June 2023	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
1.2 Standards and progress overall: Priority Target 1: Teaching and learning: Mathematics and Numeracy												
1.2.1	JP/ RM	Continue engaging with Cluster project Use of Whiterose maths to embed challenge	Daily Bell tasks embedded for problem solving with a focus on “Ebbw Fawr 5.” .	(RM) non-contact time for DB	Sept 2022 (on-going)	DB to produce Plan in line with cluster approach to assessment... SLT to amend and agree						

		Focus on “real life” understanding of money		SLT meeting time (EIG)		 1.2.1 Action Plan DB.docx									
1.2.2	RM/ FB	Planning using overview of Learning and planning across year groups as per cluster AoLE M and N plan	Teachers to collaborate with planning, discussion and whole school focus on concepts. 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	SLT non-contact time (EIG/PDG)	Sept 2022 Onwards	<p>Monitor planning in line with teaching concepts through enquiry</p> <p>RM DB to produce AP.</p>									
1.2.3	RM	Continuous and robust evaluation of children’s progress in maths and Numeracy and problem solving form their own baseline	Evaluation of the quality of pupil voice and the extent to which it informs and contributes to the next steps in teaching and learning. Teacher reflection journals , daily log of progress	SLT non contact time (EIG	Sept 2022 onwards	<p>SLT meeting every term to discuss progress of every child. “Walkthrus” to provide feedback and coaching support. (Training in October 2022 @ Heol Ddu. Pupil voice meetings with SLT and children</p> <p>FB RM, NP, AD and LL</p> <ul style="list-style-type: none"> • RM to meet with DS • FB to meet with CM and DB half term. 									

						SLT to monitor groups of learns (FSM, ALN, boys, girls)						
1.2.4	SLT	To provide catch up support to continually raise standards in LLC For identified children from 1.2.1, 1.2.2 and 1.2.3	Dedicated catch up sessions in basic skills in afternoons. <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						

Impact Evaluation

December 2022	Limited	Satisfactory	Strong	Very Good
Comments				
March 2023	Limited	Satisfactory	Strong	Very Good
Comments				
June 2023	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
- BOXAL baseline
- "Motional" 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?						
							Su 2	Au 1	Au 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.													

			<ul style="list-style-type: none"> regards to behaviour Embed whole MOTIONAL tool to establish individual need and bespoke programme of activities for each child/group 												
2.1.3	JP DS	Embed Catholic Relationship and sex Education policy (RSE) curriculum across the school (2.1.1)	<ul style="list-style-type: none"> 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 2022 - July 2023	SLT and RE coordinator (DS) to track progress of RSE delivery through annual monitoring cycle and planned activities. DS  2.1.3 Action Plan DS.docx									

2.2 Attitudes to learning															
2.2.1	JP FB	To develop an understanding of the chemistry of brain function	Purchase of “My beautiful brain.”		Sept 2022	FB									
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	non contact time (PDG/EIG)	Sept 2022 – July 2023	RM/JP.									
2.2.3	FB RM	Provide support and additional provision to vulnerable pupils to improve wellbeing and attitudes to learning	<ul style="list-style-type: none"> Targeted support for identified children through teacher assessment and 	PDG	Sept 2022 – July 2023	JP/RM and FB									

			<div>vulnerable pupil matrix</div> <ul style="list-style-type: none">Vulnerable pupils identified on a daily basis in reference to their MOTIONAL plan												
2.2.4	JP/R M/F B	SLT to develop a pupil wellbeing survey	<ul style="list-style-type: none">To develop; the survey for publication ready before OCT half term.Pupils from Reception to Yr 6 to complete the survey to generate a baseline <div>To revisit the survey at the end of the academic year to measure the impact of 2.1.1</div>		Autumn Term 2022	JP/FB/RM									
Impact Evaluation															
December 2022		Limited		Satisfactory		Strong		Very Good							
Comments															
March 2023		Limited		Satisfactory		Strong		Very Good							

Comments				
June 2023	Limited	Satisfactory	Strong	Very Good
Comments				

PRIORITY 3: Teaching and learning experiences

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

- 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
- BOXAL baseline assessment tool
- “Motional” survey

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	Au 1	Au 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. • Child initiated learning • Pupil voice 	Professional Learning Lead Non-contact time.	Sept 2022 - July 2023	ALL STAFF Progress of Curriculum design monitored by SLT and presented to Governors by HT and AOLE leads.							
3.1.2	JP RM FB	Staff to become familiar with the use of the new inquiry planning format of teaching of concepts through the inquiry approach (links to 3.1.1)	<ul style="list-style-type: none"> • Develop a planning model • Time for collaborative planning in staff meetings to draw on the expertise of AoLE leads. <p>Paired PPA time for teachers to peer plan</p>	Twilight time (PL Lead) Whole staff planning meetings	Oct 2022	To monitor planning as part of our MER cycle RM/NW							
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 by end of Autumn term 2022 CM/RM to research Camau project	CM to collaborate with EAS advisor to produce further action plans	Non-contact time PL	Sept 2022	Updates of impact of standards of teaching and learning of Welsh to be reported by CM to SLT. (listening to learners) Criw Cymraeg							

						 3.1.3 Action Plan CM.docx												
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 achieves 360 degree safe status	SLT non contact time (EIG)	Nov 2021	Vision for digital learning developed and shared with governors and parents AD to produce Action Plan												
3.1.5	JP	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 Wales communities and their international connections	PDG	From Sept 2022	DS and LL												
3.1.6	JP RM	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 	Whole school promotion of historical and current content	Sept 2022	DB Action Plan												

			Working with Louise Jewliff (LA STEM project manager)												
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"> Professional learning in AfL Observations Pupil progress meetings Teacher reflection journals Standardised testing Baselines PM benchmarking National Numeracy and reading tests 	SLT meeting time	Oct 2022 - Dec2022	Staff and SLT meeting minutes Update shared with governing body JP									
3.2.2	JP RM	Further develop the application of Foundation Phase pedagogy across the school to create opportunities for all AOLE teams to engage in best practise	<ul style="list-style-type: none"> Clear expectations established for collaborative planning and 	SLT non contact time (EIG)	Sept 2022 - July 2023	FB									

			facilitating FP pedagogy Continue to share best practise for consistency in approach												
3.2.3	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									
3.2.4	All Teaching Staff	Teachers to embed the practice of choosing the most appropriate pedagogical approach (12 pedagogical principles)	<ul style="list-style-type: none">MER cycleBaseline resultsPupil progress	SLT non contact time	Oct 2021 - July 2022	ALL STAFF									
December 2022		Limited		Satisfactory		Strong		Very Good							
Comments															
March 2023		Limited		Satisfactory		Strong		Very Good							
Comments															
June 2023		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
- BOXAL baseline assessment tool (new)
- “Motional” survey (new)

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	Action/Professional Learning Activity	Success Criteria (Measurable Outcomes)	Resources (including		Monitoring and evaluation arrangements	Progress against actions – are we on track?
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	SLT Lead			use of grant funding)	Timescale (Start – End)	Who, what, where, when	Su 2	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2
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.	<ul style="list-style-type: none"> Professional learning Engagement with LA cluster meetings Feedback in staff meetings Sharing good practice 		Sept 2022	ALNCo (RM)							
4.1.2	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 2022 - July 2023	FB							
4.1.3	RM	Daily collective worship to take place Including: Assemblies, Reflection time meditation	Children growing in spiritual awareness across the curriculum		Sept 2022	DS							

4.1.4	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 2022 - July 2023	DS									
4.1.5	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	Oct 2022- Jan 2023	JP/RM/FB									
4.2 Safeguarding															
4.2.1	JP FB	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 Childrren knowing how to keep themselves and others safe 	SLT meeting time	Sept2022	ALL STAFF									

			<ul style="list-style-type: none"> • Parents knowing our statutory duties • School updating families on • Standing item on School council meetings • Standing item on weekly newsletter to parents /carers 												
4.2.2	JP	Complete a site security review and strengthen arrangements for site management	<p>All staff to have accurate identification badges and exit and entry fobs</p> <p>Secure entry point for all visitors. Safe management of internal and external access doors and gates.</p> <p>Combination locks to be purchased for internal; gates with knowledge of combination for all staff only.</p>	SLT meeting time	Sept 2022	Feedback to staff and GB.									
4.2.3	JP	Complete whole staff Level 1 Team Teach training	All staff take a consistent approach to supporting pupils' behaviour.	(EIG)	Sept 2022	Safeguarding audit updated 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.	FB non contact time (EIG)	Sept 2022	Child friendly policy presented to Governors							
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	EIG	Sept 2022	Safeguarding data to be presented to Governors							
Impact Evaluation													
December 2022		Limited		Satisfactory		Strong		Very Good					
Comments													
March 2023		Limited		Satisfactory		Strong		Very Good					
Comments													
June 2023		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
- BOXAL baseline assessment tool (new)
- “Motional” survey (new)

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 cultureStaff record professional learning experiences and evidence within their own personal development filePM arrangements contribute to the Professional development of staff and to the achievement of wider development objectives of the school	Professional learning Grant from the EAS to be allocated to planned activities	Sept 2022-July 2023	Termly progress reports to Governing Body JP?FB/RM (other staff)							

5.1.2	JP	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	SLT (EIG)	Sept 2022	SLT to monitor progress and AOLE leads to report progress to Governors								
5.1.3	JP	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	<ul style="list-style-type: none">• 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	EIG to be used to fund staff to work alongside middle & senior leaders	Sept 2022	JP								

			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	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 2022	JP/RM										
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.	SLT (EIG)	Sept 2022	SDP agreed by GB, LA and EAS at SDP Professional Discussion meeting November 2021										
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 2022											

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 2022	SIP/Principal CA's report following SDP professional discussion to be reported to Governing Body.								
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.	Inset time (EIG/PL Leads)	Sept 2022 - July 2023	Staff PL evaluations. Staff meeting minutes.								
5.3.2	JP RM FB	To begin the process of embedding the "WALKTHRU" approach to Self-Evaluation Support" to raise standards across the school through CfW development	All SLT to attend EAS training Arrange for two members of staff to attend EAS training to develop as Instructional coaches Develop staff awareness of walkthrus to begin the process of embedding:		Sept 22	behaviours and relationships within the classroom for effective learning curriculum planning to create a coherent, well sequenced knowledge and experienced rich curriculum with the four purposes driving everything Explanation and modelling, so children can make sense of complex ideas by teaching concepts thorough inquiry based learning and building secure schema								

						Questioning and feedback through responsive teaching methods to check childrens' understanding and move them forward Practicing and retrieval to build secure long term memory and fluency The delivery of a range of learning experiences to deepen and extend learning							
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.	PL Lead	Sept 2021	PL progress report to governors once per term via HT report.							
5.3.4		To seek out support for EAL learners	To engage with GEMS	All staff	Nov 22	Improvement in standards for EAL children.							
Impact Evaluation													

December 2022	Limited	Satisfactory	Strong	Very Good
Comments				
March 2022	Limited	Satisfactory	Strong	Very Good
Comments				
June 2022	Limited	Satisfactory	Strong	Very Good
Comments				

Milestones

	Milestones			
	Summer Term 2021	Autumn Term 2021	Spring Term 2021	Summer Term 2021
1				
2				
3				

4			
5			

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 2 and 3

2023-2025

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 through teaching of concepts through inquiry	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