

St. Mary's Catholic Primary School



Our School Mission & Vision

Love, Grow, Believe, Achieve!

School Development Plan 2024-25

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Contextual Information About the School

Staffing Levels	Teaching	Higher Level Teaching Assistants (HLTAs)	Teaching Assistants	Admin	Caketaker/ Cleaners	Midday Supervisors	Kitchen Staff	Total
	9	3	10	2	4	0	3	33

Number of learners	Nur	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Total
	16	18	20	26	28	31	27	35	201
Free School Meals (FSM)	N/A	6%	44%	27%	32%	48%	44%	34%	32%
English as an additional language (EAL)	25%	50%	45%	42%	50%	48%	41%	54%	45%

Ethnicity	24% White British 76% Other	Number of languages	25	Number of ethnic groups	35	Largest ethnic grouping	Nigerian - 18%
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Language Acquisition	New to English	Early Acquisition	Developing Competence	Competent	Fluent
	16%	23%	43%	17%	1%

ALN	Targeted Provision (ALN interventions)	Specialist Provision (IDPs)
	31%	4%

Evaluation of Previous School Development Plan 2023-24

Progress - Limited / Satisfactory / Strong

Priority	Progress
1. To improve oracy skills for all learners, ensuring learners increased confidence and effectiveness in verbal communication across all areas of the curriculum.	
<p>Comments:</p> <ul style="list-style-type: none"> • This year the teaching and learning of Oracy has become more consistent across the school. It has continued to grow in importance and focus for the school with consistent strategies used in all classes - use of talking tokens, development of 'Speaking and Listening Golden Rules'. • More robust tracking of children with English as an additional language (EAL) has been introduced with assessments updated termly and used to track progress. All teachers are now asked to assess the amount of progress learners have made in Speaking and Listening using the Year Group Progress Trackers. • The deputy headteacher has been taking part in research on developing and assessing Oracy skills in more detail. This ended at the end of the academic year and the information was used to support the Oracy action research project. This will be developed next year across the school. • During the Estyn inspection it was noted that learners make strong progress in oracy skills. 	
2. To strengthen the proficiency of both learners and staff in using the Welsh language within lessons and around the school.	
<p>Comments:</p> <ul style="list-style-type: none"> • The school has made very good progress in Welsh over the last 18 months. Estyn judged Welsh skills to be satisfactory in the November 2023 inspection. This showed good progress from the school's starting point from April 2023 when the support from CSC consortia began. The progress continued throughout the year with all classes delivering good quality daily Helpwr Heddiw sessions that the learners enjoy and take an active part. Self-evaluation in July 2024 showed improvement in oracy skills in all year groups. • More Welsh can be heard being used around the school from staff and learners, both inside and outside classrooms. Welsh is more visible around the school, although not as much progress has been made in this area. Phrase of the Week was introduced and shared with parents/ carers via social media/ newsletters and they were invited to a few Welsh language themed events. Criw Cymraeg met throughout the year but their impact on the schools needs further development. 	
3. To improve provision and progression in continuous and enhanced provision within PS1 and PS2 (Nur to Y3).	
<p>Comments:</p> <ul style="list-style-type: none"> • Good progress was made throughout the year in further developing Foundation Learning. With support from CSC consortia, all staff were able to take part in good practice visits to high quality settings in Cardiff, in other Welsh LAs and in England. This has had a very positive impact on classroom learning environments with all classrooms decluttered, calmer and more focused on independent learning. Reception to Y2 introduced progressive 'Must-do' tasks to develop children's independent learning skills which focus on literacy, numeracy and ICT skills. • All classes have continued to develop teaching the learning behaviours and the use of the Jungle Animal characters for this are now progressive and consistent from Rec to Y2. Year 1 and 2 are using self and peer assessment toolkit stickers for learners to begin to self/ peer assess. 	

4. To continue to develop our own school curriculum, including RE.

Comments:

CfW - curriculum maps have been developed over the year and planning from last year reviewed and amended. Curriculum Lead worked with the CSC to review and improve Humanities topics which has seen a good impact on engagement, creating authentic contexts and ensuring coverage of CfW mandatory elements. This now needs to continue with others AoLEs. Teachers from Progression Step 3 took part in a good practice visit to observe the teaching and learning of independent learning skills within topic work. This has not yet impacted on practice in school.

Progress trackers - these are now part of school practice for summative assessing of all learners to track progress over the year and from year-to-year.

PS1 Baseline - new baseline was introduced for Nursery and Reception and used to assess progress throughout the year. This now needs to be reviewed in September 2024 and further developed next year.

RE Curriculum Directory (RED) - A few teachers took part throughout the year in developing planning for the new RE curriculum for all year groups. It was planned to start trialling and begin training for this in the summer term, however, due to a high numbers of teachers leaving the school at the end of this year it has been planned to start in September 2024.

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School Self-evaluation Findings

This is an overview of strengths and areas for development taken from our school self-evaluation document. They cover the areas of:

1. Vision and leadership
2. Curriculum and learning and teaching
3. Well-being and equity and inclusion

Strengths	Areas for development
<ul style="list-style-type: none">● Most learners make strong progress in their learning, including those with EAL and ALN.● Strong development of basic skills of all learners.● Strong support for learners from teaching assistants.● Broad and balanced curriculum with a range of learning experiences.● Assessment for learning - staff provide high quality feedback to learners about their strengths and areas for development.● Learners are happy and proud to be a member of our community.	<ul style="list-style-type: none">● Continue to create the school's new curriculum in line with Curriculum for Wales.● Continue to develop learners' independent skills.● Further develop learner's speaking and listening skills in Welsh.● Develop learners' use of digital and numeracy skills across the curriculum.● Introduce and develop the new RE Curriculum Directory and assessment practices.

School Development Plan 2023-24

Priority 1: To induct and professionally develop new teachers, ensuring they are well-equipped to deliver high-quality teaching and contribute effectively to the school community.

To successfully induct new staff through a carefully planned induction and support programme.

To provide good quality performance management for staff to meet their own personal and school's professional development needs.

To ensure all staff understand their roles and responsibilities to have a positive impact on the school.

Priority 2: To create and implement a comprehensive, engaging RE curriculum, in line with the RE Directory, that meets the needs of all learners.

To successfully induct new staff through a carefully planned induction and support programme for RE and the Catholic life and mission of the school.

To induct and support new leads for RE, PSE and RSE.

To introduce the new RE curriculum directory throughout the school and develop assessment practices.

Priority 3: To improve the ICT skills of learners and staff, ensuring that the DCF is effectively embedded in teaching and learning across the curriculum.

To improve staff ICT and DCF skills.

To improve the teaching and learning of DCF across the school.

Priority 4: To continue developing an engaging curriculum that fosters creativity, critical thinking, and independence, enabling learners to take ownership of their learning.

To further develop the curriculum in all progression steps to provide opportunities for independent learning.

To continue to develop a diverse curriculum that meets the needs of our learners.

To further develop the School Senedd to give learners more of a voice outside of the classrooms and the whole life of the school.

School Priorities for 2025-2027

2024-25	
Priority 1	To further develop learners Oracy skills through Voice 21 and P4C.
Priority 2	To further develop learners DCF and numeracy across the curriculum skills.
Priority 3	To further develop prayer and liturgy across the school.
Priority 4	To further develop curriculum & assessment, including RE.

2025-26	
Priority 1	To review and further develop the teaching of reading practices.
Priority 2	To introduce the Habits of Mind.
Priority 3	To continue to develop numeracy across the curriculum.
Priority 4	To continue to develop the RE Curriculum Directory and the involvement of parents/ carers in the Catholic life and mission of the school.