

St. Mary's Catholic Primary School



Our School Mission & Vision

Love, Grow, Believe, Achieve!

School Development Plan 2023-24

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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	2	11	2	4	2	3	33

Number of learners	Nur	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Total
	15	23	28	29	31	28	37	32	223
Free School Meals (FSM)	N/A	19%	25%	28%	48%	36%	40%	44%	30%
English as an additional language (EAL)	33%	43%	43%	45%	52%	46%	57%	53%	48%

Ethnicity	24% White British 76% Other	Number of languages	29	Number of ethnic groups	38	Largest ethnic grouping	Nigerian - 14%
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Language Acquisition	New to English	Early Acquisition	Developing Competence	Competent	Fluent
	37%	34%	23%	4%	2%

ALN	Targeted Provision (ALN interventions)	Specialist Provision (IDPs)
	31%	7.5%

Evaluation of Previous School Development Plan 2022-23

Progress - Limited / Satisfactory / Strong

Priority	Progress	Evaluation
<p>1. To implement the new Curriculum for Wales, with a focus on assessment.</p>		<ul style="list-style-type: none"> ● A whole school year of planning has been completed in all year groups for our new curriculum and many AoLE progression maps are completed. Learners have enjoyed the themes and have been able to suggest improvements which have been acted upon. ● All year groups are using new year group progress trackers to track LLC, Maths & Learning Disposition (effort & resilience). This has supported identifying learning who are not making good progress so we can make changes to support them. ● Monitoring of self and peer assessment showed good progress, particularly on PS3 and learners are confident in talking about their learning. ● The use of Thinking Frames and Thinking Hats has been further embedded in the practice of the school. Most learners have a growth mindset and are able to talk about how they are growing in independence and understand/enjoy the challenge of learning. ● All children are aware that they have rights and know some of the rights. ● In most classes children use the Cwtch Corners to help support their emotional well-being. Learners know and understand the zones of regulation. ● All staff are more aware of diversity and planning for this as part of their topics.
<p>2. To improve pupil progress in reading at PS3 and phonics/spelling across the school in English and Welsh.</p>		<ul style="list-style-type: none"> ● A phonics tracker for younger learners is in place with learners assessed termly. This has enabled groups of learners to be targeted for support. ● Y4-6 classes are teaching whole class guided reading sessions with learners requiring extra support taking part in small group reading interventions at this time. ● Welsh oracy has improved through the improvement of daily Helpwr Heddiw sessions in all classes. Learners are growing in confidence and more Welsh is heard around the school. ● Oracy action research project led by a few classes demonstrated good impact and progress of tlearners due to new oracy strategies introduced in the classes.
<p>3. To improve problem solving and open-ended tasks in maths.</p>		<ul style="list-style-type: none"> ● Open-ended tasks are being taught regularly in all classrooms with tasks being part of every day maths rather than one-off lessons. Many learners have made good progress and have developed in confidence in tackling these questions. End of year assessment data shows good progress in Reasoning.

<p>4. To improve the quality of teaching and learning in RE, RSE & PSE.</p>		<ul style="list-style-type: none"> ● Moving to Worship Monday and teaching weekly lessons on a Monday morning has had a positive impact on teaching and learning in RE and on standards. It has made RE a focus and important for teachers. Staff/ learners have given positive feedback.
<p>5. To continue to improve leadership at all levels.</p>		<ul style="list-style-type: none"> ● The school has not had a Foundation Learning Leader this year and the ALNCo was absent for the summer term. The deputy headteacher became non-teaching for most of the summer term to undertake her own leadership role and the ALNCo role. A new senior teacher appointed and leadership roles reviewed for September. ● AoLE leads have evaluated progress in their area for 2022 and created an action plan for 2023. ● The Governing Body have completed a self-evaluation of their work and actions have been created for the next year. Governors have begun to attend learning walks and self-evaluation activities this year. ● All staff took part in the school action research projects and groups presented the findings of their projects to the staff. There was a good impact by most of the groups with strategies being used across the school next year.

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"> ● Leaders have developed a strong vision for the school with all stakeholders involved in creating this. ● In most year groups there is good quality learning and teaching. ● Most learners are reading at an age appropriate standard and making good progress. ● Most learners make good or better progress in maths. ● Most learners enjoy their learning and are able to talk about what and how they have learnt, what they have done well and what they need to do to improve. ● Support for learners' emotional health and well-being is good and the school works very well with external agencies. ● Most learners feel happy and safe in school and are aware of making healthy life choices. ● Attendance of learners is good and above other schools in our cluster. ● Good progress has been made in developing our new curriculum, with providing trips and experiences a strength. 	<ul style="list-style-type: none"> ● Continue to create the school's new curriculum in line with Curriculum for Wales. ● Develop continuous and enhanced provision in Progression Step 1 and 2. ● Continue to develop learners' independent skills. ● Further develop learner's speaking and listening skills in English and Welsh. ● Continue to develop assessment in line with Curriculum for Wales. ● Develop learners' use of digital skills across the curriculum. ● Improve learners' fluency in maths.

School Development Plan 2023-24

Priority 1: To improve oracy skills ensuring learners increased confidence and effectiveness in verbal communication across all areas of the curriculum.

Introduce new assessment procedures in Oracy in line with Curriculum for Wales.

Research good practice in Oracy teaching and learning.

Introduce new Oracy strategies across the school

Priority 2: To strengthen the proficiency of both learners and staff in using the Welsh language within lessons and around the school.

Continue to develop daily Helpwr Heddiw sessions to practise and rehearse oracy skills regularly.

Improve language teaching in Welsh through training and the introduction of a new framework with support from the Central South Consortium.

Improve staff proficiency in using Welsh through training for all staff and improving understanding of the new framework.

Ensure Welsh is visible in the school community outside of Welsh lessons.

Priority 3: To improve provision and progression in continuous and enhanced provision within Progression Step 1 and Progression Step 2 (Nur to Y3).

Further develop the learning environment and resources within all PS1 and PS2 classrooms.

Ensure progression in provision from Nursery to Y2.

Continue to build independence and resilience.

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

Create Curriculum Maps to be able to review authentic contexts and AoLE coverage and ensure our curriculum reflects our diverse community.

Continue to develop Year Group progress trackers and introduce a new Nursery & Reception Entry Baseline.

Begin to develop new RE curriculum in line with new Religious Educations Directory (RED).

School Priorities for 2024-2026

2024-25		
Priority	Outcome	Inspection Recommendations
Priority 1	To continue to implement Curriculum for Wales. <ul style="list-style-type: none"> - Introduce another MfL - Plan for CWRE - embed assessment across the school 	
Priority 2	<ul style="list-style-type: none"> - To improve learners fluency in maths and numeracy. 	
Priority 3	To further develop the new RE curriculum. <ul style="list-style-type: none"> - continue to develop the new RE curriculum - to develop assessment within the new curriculum, in line with other AoLEs 	
Priority 4	To introduce Habit of Mind to continue to develop independent thinkers and learners.	
	To develop the use of digital skills across the curriculum. <ul style="list-style-type: none"> - review the use of digital skills in all areas of the curriculum - further training for staff on teaching Computer Science aspects of the new curriculum 	

2025-26		
Priority	Outcome	Inspection Recommendations
Priority 1	To continue to implement Curriculum for Wales, with a focus on Expressive Arts (Drama/ dance) and H&WB (PE).	
Priority 2	To develop independent thinkers and learners through the introduction of Habits of Mind.	
Priority 3	To improve progress in writing across the school.	