



Learning for Life with Christ as our Light.

St. Mary's R.C. Primary School

School Development Plan

2022 - 2025



R Cerqua
Head Teacher



Learning for Life with Christ as our Light.

Priorities: 2021– 2022				
Priority 1 - Vision and Leadership	Priority 2 - Curriculum	Priority 3 - Learning and Teaching	Priority 4 - Learning and Teaching	Priority 5 - Wellbeing
Develop and empower inspirational leaders to work collaboratively to raise standards.	To work together to develop a curriculum for our school which benefits our learners.	To develop teaching approaches to benefit all learners and those with additional learning needs.	To develop approaches to enhance and improve learning.	Improve health and wellbeing and confidence in all members of the school community.
1.1 To refine our school vision, aims and objectives with all stakeholders.	2.1 Continue to embed learning opportunities which further develop the 4 Purposes.	3.1 To continue to develop a range of AfL and formative assessment strategies.	4.1 To improve reading through the school, developing GGR and RWI sessions.	5.1 To develop daily wellbeing sessions in all classes.
1.2 To develop the role of pupil voice groups so that they have a genuine impact on school development.	2.2 To continue to develop Welsh and bilingualism across the school.	3.2 To ensure our assessment practices are in line with the new curriculum and are meaningful to our learners.	4.2 To continue to develop authentic learning opportunities.	5.2 To help improve Health and Wellbeing of all stakeholders.
1.3 To work together as a school community to ensure good communication between all stakeholders.	2.3 To continue to use the AoLE's, ensuring even coverage and planning a range of learning experiences.	3.3 To develop strategies for Differentiation within lessons.	4.3 To develop pedagogical styles within lessons.	5.3 To use appropriate methods for transition.
1.4 To develop staff to take responsibility for their own professional development.	2.4 To develop a curriculum, using topics that are purposeful for our learners.	3.4 Develop sessions for identified pupils in need of interventions.	4.4 To continue to develop ICT and DCF throughout the school.	5.4 To continue to develop different forms of prayer and acts of worship.
1.5 To develop the role of link governor, being aware of strengths and areas for development.	2.5 To develop our RSE curriculum in line with Archdiocesan guidance.	3.5 To start our journey to become an Autistic friendly school.	4.5 To ensure RE is taught using a range of experiences using a Archdiocesan recommended scheme.	5.5 To develop a culture of Growth Mind-set throughout the school
1.6 Develop Roles and Responsibility for all members of staff.	2.6 To develop a Homework offer that is beneficial to our learners.	3.6 To develop provision, policies and practices in line with the ALN Reform.		5.6 To develop activities for break times and lunchtimes.



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School Development Priorities

<p>Priorities 2022 – 2023</p>	<ol style="list-style-type: none">1. Develop inspirational leaders at all levels to work collaboratively to raise standards.2. To work together to develop a curriculum for our school which benefits our learners.3. To develop skills and practices to inform teaching staff to enable progression for all learners.4. To develop approached to enhance and improve standards.5. Improve health and wellbeing and confidence in all members of the school community.
<p>Priorities 2023 – 2024</p>	<ol style="list-style-type: none">1. Develop inspirational leaders at all levels to work collaboratively to raise standards.2. To work together to develop a curriculum for our school which benefits our learners.3. To develop skills and practices to inform teaching staff to enable progression for all learners.4. To develop approached to enhance and improve standards.5. Improve health and wellbeing and confidence in all members of the school community.
<p>Priorities 2024 - 2025</p>	<ol style="list-style-type: none">1. Develop inspirational leaders at all levels to work collaboratively to raise standards.2. To work together to develop a curriculum for our school which benefits our learners.3. To develop skills and practices to inform teaching staff to enable progression for all learners.4. To develop approached to enhance and improve standards.5. Improve health and wellbeing and confidence in all members of the school community.



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<p style="text-align: center;">Year 1 Priorities 2022– 2023</p>				
<p style="text-align: center;">Priority 1 - Vision and Leadership</p>	<p style="text-align: center;">Priority 2 - Curriculum</p>	<p style="text-align: center;">Priority 3 - Learning and Teaching</p>	<p style="text-align: center;">Priority 4 - Learning and Teaching</p>	<p style="text-align: center;">Priority 5 - Wellbeing</p>
<p>Develop inspirational leaders at all levels to work collaboratively to raise standards.</p>	<p>To work together to develop a curriculum for our school which benefits our learners.</p>	<p>To develop skills and practices to inform teaching staff to enable progression for all learners.</p>	<p>To develop pedagogical approaches.</p>	<p>Improve health and wellbeing and confidence in all members of the school community.</p>
<p>1.1 To review our school vision, aims and objectives with all stakeholders.</p>	<p>2.1 To embed the development of the 4 Purposes throughout school life.</p>	<p>3.1 To develop basic skills. (Reading, writing, numeracy.)</p>	<p>4.1 To continue to develop authentic learning opportunities.</p>	<p>5.1 To develop wider curricular activities for pupils.</p>
<p>1.2 To develop a purposeful role for pupils voice groups.</p>	<p>2.2 To continue to develop bilingualism across the school.</p>	<p>3.2 To develop effective interventions for reading and number.</p>	<p>4.2 To continue to develop a range of AfL and formative assessment strategies.</p>	<p>5.2 To help improve Health and Wellbeing of all stakeholders.</p>
<p>1.3 To develop staff to take responsibility for their own professional development.</p>	<p>2.3 To develop a purposeful, broad and balanced curriculum offer.</p>	<p>3.3 To embed consistent approaches to DCF throughout the school.</p>	<p>4.3 To develop strategies for challenge including differentiation within lessons.</p>	<p>5.3 To use appropriate methods for end of year transition.</p>
<p>1.4 To develop the role of link governor, being aware of strengths and areas for development.</p>	<p>2.4 To develop a purposeful home learning partnership, linking to curriculum.</p>	<p>3.4 To continue to develop Welsh language development, and guided group reading.</p>	<p>4.4 To develop strategies for pupils to become independent learners.</p>	<p>5.4 To continue to develop different forms of prayer and acts of worship.</p>
<p>1.5 Develop Roles and Responsibility for all members of staff.</p>	<p>2.5 To develop our RSE curriculum in line with Archdiocesan guidance.</p>	<p>3.5 To ensure RE is taught using a range of experiences using a Archdiocesan recommended scheme.</p>	<p>4.5 To develop Universal and Universal+ strategies within classrooms.</p>	<p>5.5 To develop a culture of Growth Mind-set throughout the school.</p>



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Glossary

AWCDs = All Wales Core Data Set	GB = Governing Body
AOLE = Area of Learning and Experience Coordinator	HT = Headteacher
CCG = Governors Chairs of Committee Group	IPM = Intervention Panel Meeting
DHT = Deputy Headteacher	LC = Literacy Coordinator
DIP = Departmental Improvement Plan	NC = Numeracy Coordinator
EAS = Consortia	PSC = Governors Pastoral Support Committee
EIB = Education Improvement Board	ALNco = Additional Learning Needs Coordinator
ETLF = Excellence in Teaching & Leadership Framework (EAS)	SIP = School Improvement Partner
FADE = Focus, Analysis, Do, Evaluation	SOL = Scheme(s) of Learning
KS2 = Key Stage 2	YIP = Year Group Improvement Plan
FGB = Full Governing Body	FP = Foundation Phase



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Definitions

School improvement cycle	The school's cycle of activities for raising standards and improving learner outcomes. The annual process and timetable of self-evaluation – strategic planning – implementing plans - reviewing impact
MER (monitoring, evaluation and review) cycle	The annual calendar of self-evaluation activity that informs progress judgements and identifies key priorities for improvement as well as what is going well.
Evaluation	What impact have we made and what have we learned? Evaluation involves: <ul style="list-style-type: none"> • making professional judgements about progress towards meeting the expected outcomes stated in the plan's success criteria and associated milestones • judging the impact of the improvements on standards, provision or leadership • considering what has contributed to achieving the outcomes; • recognising the reasons why some aspects of the plan were less successful and amending the plan accordingly
Priority	It is recommended to have a maximum of 5 for current year. Clearly defined areas that the school identifies for improvement. These will be in the context of the school vision and derived from self-evaluation, local, regional and national priorities and any Estyn recommendations as a consequence of inspection.
Action	What we will do differently to achieve our priorities and targets including professional learning opportunities to enable all staff to carry out their nominated roles successfully An action sets out strategically what the school intends to do/do differently to achieve a priority and its associated success criteria. School, year group and departmental improvement plans are made up of several action plans. These clearly identify the detailed actions to be carried out.
Success criteria	Success criteria include quantitative and qualitative outcomes that will indicate whether the actions in the plan have had the desired impact. They refer to what the school would expect to see at identified points throughout the cycle if the school is on track to achieve the success criteria identified for the priority/action.
Monitoring arrangements	The <i>who, what, where, when</i> of judging progress towards actions and success criteria. <ul style="list-style-type: none"> • Who is responsible for the activities, with clear, concise timescales? • The resources needed to implement the plan along with costs and funding source • The monitoring arrangements - how the school will check that the action is on track and is being implemented in accordance with the plan and whether any changes are needed e.g. ETLF work scrutiny, learning walks, learner voice, data analysis. • When and how overall progress with the action plan will be evaluated during the year
Milestones	Allows for significant stages to be clearly identified in the implementation and impact of an action/priority to enable on-going progress to be judged on a regular rather than single/annual basis.
Resources	The staffing, physical resources and finance needed to implement the action. This will require reference to the increasing range of specific grants available to schools and will also inform impact evaluation of grant expenditure.
Partnership working	The School Improvement Plan must contain details of how the governing body will work with the wider community to achieve the school's strategic priorities. Partners and stakeholders include: <ul style="list-style-type: none"> • pupils • parents • governors • other schools, for example peer working, LNS schools, cluster working, Pioneer school • businesses and other agencies e.g. Sutton Trust, PIXL • the local community • the local authority/EAS