



St Joseph's Catholic Infant School
Ysgol Babanod Gatholig Sant Joseff
School Development Plan Overview 2025-26



MISSION STATEMENT

St Joseph's Infant School is a Catholic School in the Diocese of Menevia. Our Mission is to teach and nurture the Catholic faith, in a community where all may live and work together to achieve the very highest academic standards.

Rooted in Christ we aim to:

1. Provide an education that develops the spiritual, academic, wellbeing and moral aspects of each individual.
2. Celebrate through prayer, liturgy and worship, allowing pupils and staff to develop and grow in their love of God.
3. Foster Gospel values in an environment which encourages the understanding of the needs of everyone.
4. Make Christ and his values known to all and be of service to society.
5. Work with parents as the first educators and continue to develop close relationships between home, school and parishes.

Rooted in Christ

This school development plan (SDP) has been developed in response to whole school self-evaluation: it is a collaborative document built upon staff, pupil, parental and Governing Body contributions. It is also under-pinned by those new National, Local Priorities and Diocesan Priorities to which the school must respond and show appropriately planned actions to introduce,

implement and embed new initiatives and policies in order to raise standards, build capacity and improve school effectiveness.

This plan secures school improvement between September 2025 and July 2026 when the plan will be evaluated termly and a new plan developed for the following academic year 2026/27.

Target 1: Continue to develop the quality of teaching and learning through the embedding of 'Enabling Learners' principles (Welsh Government)

Rationale & Current Performance

During the academic year 2024 - 2025, St Joseph's started to work towards introducing the principles of the Welsh Government guidance 'Enabling Learners' (January 2023). This included visits to other school in Neath Port Talbot and Swansea who have embedded the Active Learning pedagogies across their schools. Research undertaken by staff into the 3 enablers. Mrs Aimee Owen participated in the Teaching and Learning programme run by Neath Port Talbot and her findings were fed back in staff meetings.

In the second year of this journey, the school is now reviewing practises, identifying further elements to be embedded or developed in order to ensure that all enablers are integrated into the curriculum and pedagogy ensuring that it is child-centred and that all children are able to develop to their full potential.

Actions	Success Criteria	Monitoring Activities
Review progress in introducing the Enabling Learners guidance from Welsh Government during the academic year 2024-2025.	Complete a What's working well and what's not working well as a staff. Identify practise already	Review of progress in this area so far
Ensure that all concept based learning starts with staff discussing, with children, their ideas for learning in this and with staff using this to plan engaging activities.	Evidence of Pupil Voice in topic/concept planning including questions that children may have linked to the focussed concept.	Planning Classroom display - learning environment
Continue to embed the role of adults in the classroom so that they: - Observe (stand back, listen, assess), - Notice (make judgements) Respond (feedback, validate)	Lesson observations and learning walks show that staff are using observations as well as effective feedback to not only celebrate pupils' learning but also enable them to take their learning forward. Staff should be using observations to take pupils learning forward, being responsive to the needs of those in their class.	Learning walks and lesson observations
Development of the role of class and link governors within the school with governors allocated to classes or an AoLE.	Governors are fully aware of the teaching and learning that takes places within the school and are regular visitors to classrooms as well as meeting with AoLE leads to discuss standards, areas of strength and areas of development.	GB minutes GB reports on visits to school.

<p>Devise a lesson Charter that outlines the key expectations and pedagogy that is used within St Joseph's Catholic Infant school to ensure that teaching and learning within the school is off a good standard.</p>	<p>Lesson charter identifies key pedagogical principles for the school so that all staff are clear on expectations and what good teaching and learning looks like at SJI.</p> <p>When Learning walks and lesson observations are completed they make reference to this lesson charter.</p>	<p>Learning walks and lesson charters</p>
<p>Devise key expectations for learning environments in classrooms and within the school.</p>	<p>Staff identify key expectations in ensuring that classroom environment enable pupils to have authentic experiences that are both inclusive and celebrate diversity.</p> <p>Key expectations include indoor and outdoor areas as well as the emotional climate of the classroom e.g. zones of regulation.</p>	<p>Learning environment</p>
<p>Review provision arrangements in the school to ensure that activities develop progressively as pupils move from Nursery to year 2.</p>	<p>Discuss with staff as to current provision on offer to pupils including strengths and possible areas to develop.</p> <p>Staff use continuous and enhanced provision effectively with designated areas both inside and outside the classroom.</p> <p>Staff to ensure that provision includes open ended challenges that enable pupils to explore and investigate independently and does not just provide children with a 'holding' activity.</p>	<p>Learning environment</p> <p>Learning walk</p>
<p>Review outdoor learning area, identifying aspects of future development and need.</p> <p>Plan for actions identified in this review.</p>	<p>Outdoor area enables learners to develop their curiosity and express themselves physically and creatively.</p> <p>Resources are purchased or developed as needed.</p>	<p>Learning Walk</p> <p>:Listening to Learners</p> <p>Learning environment scrutiny.</p>
<p>Complete long term planning of concept based learning throughout the school identify cross curricular links and key elements of learning.</p>	<p>Mapping document enables all staff to ensure that concepts are developed progressively throughout the school and that effective and authentic opportunities and experiences are given to pupils to develop cross curricular skills as well as physical and creative development.</p>	<p>Scrutiny of planning</p>
<p>Staff are positive role models of the Welsh language in school.</p> <p>Language patterns are taught to children daily and pupils are encouraged to use Welsh wherever possible and appropriate to their stage of learning.</p>	<p>Incidental Welsh resources are shared with staff to promote their use of Welsh in the school.</p> <p>Ser yr Wythnos or similar certificates are given out weekly to celebrate those children using Welsh both inside and outside the classroom.</p> <p>Welsh is clearly evident on displays throughout the school.</p>	<p>Learning Environment</p> <p>Learning walk/lesson observations</p>

	Welsh language patterns are shared with parents in monthly HT newsletter.	
Continue to take part and organise visits and visitors linked to Wales and the local area as part of concept learning and to enhance the experiences of pupils.	Through effective visits, pupils develop a strong sense of belonging to their local community, Wales and to the Catholic Church.	Long Term mapping document

Target 2: Develop a more thorough and consistent approach to the teaching of a writing process

Rationale and current Performance

Since January 2023 the school has introduced and embedded the use of Read, Write Inc. Data analysis indicates that this has had a very positive impact on pupils learning and progress in this area. At the end of summer term 52% of Year 2 children completed the programme and 22% reached their expected level. In Year, 48% of pupils reached their expected number of sounds. In Reception, 52% of pupils reached the expected level.

Building on the success and following an external book monitoring session conducted by NPT Education Support Officers in the Summer Term 2025, the school now feels it needs to focus on the development of pupils writing. This monitoring session identified many strengths to pupils writing ability and experiences within the school including:

- Early years' pupils have a variety of opportunities to develop their mark-making skills effectively through a range of engaging, multi-sensory activities;
- Nearly all pupils use the outdoors to develop their gross and fine motor skills well
- When pupils are encouraged to write independently, they use their developing phonic knowledge to spell words which are phonetically plausible.
- Older pupils have opportunities to use characteristic features of a wide range of genres

Actions	Success Criteria	Monitoring Activities
Carry out baseline monitoring activity to look at writing across the curriculum and quality of teacher feedback.	Learning walk completed by HT, DHT, ESO to look at teaching and provision for cross curricular writing in classrooms. Staff are clear on strengths in this area as well as areas that need to be developed. Discussion with staff as to how these can be addressed.	Learning Walk
Map out forms of writing across the school to ensure that children experience a wide range of genres throughout their time in St Joseph's and that these link effectively to classroom topics.	Map of forms of writing is created and allows pupils to now only experience a wide variety of genres but also for their experience of these to develop progressively throughout their writing journey. Discussion with staff on the features of different genres and how these might develop progressively from Nursery to Year 2.	Scrutiny of books and planning Learning Walk

Working with NPT, look at good practise in writing within the Foundation Phase with other schools in the county. Discuss how these can be used within the context of St Joseph's.	Working with ESO, staff to visit schools where the teaching of writing is of a very good quality. Staff to identify key elements of good practise that could be used within St Joseph's and start to trial these in classrooms. Regular discussions within staff meetings to focus on the teaching and learning of writing.	Scrutiny of books and planning Learning Walk
Establish what the writing journey of pupils in St Joseph's will look like and how units of writing can be structured to ensure a more consistent approach to teaching.	Staff are clear on how writing units should be structured e.g. introduction of a model text, sentence level work focussing on grammar, completion of a piece of writing.	Scrutiny of books and planning Learning Walk
Review Feedback and Marking policy to ensure that pupils are clear on what the next steps in their learning are.	Review policy and look at how written feedback can be given to pupils e.g. the use of proformas as well as how formative assessment can be used to enable pupils to take their learning forward. Ensure all staff are clear with marking expectations e.g. allowing pupils time to respond to work, addressing consistent marking errors e.g. capital letters and full stops and ensuring comments are not too generic. Discussion on the use of AfL strategies in lessons so that pupils are able to reflect on their own learning.	Scrutiny of books and planning Listening to Learners
Involvement of School's LLC Link Governor in understanding how RWI is structured and the progress the school is making in developing pupils writing.	Regular meetings between LLC Lead and LLC Link Governor to share areas of strength within this AoLE and areas of development. LLC Link Governor to join LLC lead in book scrutiny and listening to learners sessions.	Book scrutiny Listening to Learners

Target 3: Develop a more thorough and consistent approach to the teaching of a Maths and Numeracy Rationale and current Performance

During the school's Estyn Inspection in 2019, the development of pupils numeracy skills was identified as a recommendation. Since then, the school has worked on developing pupils numeracy skills in several ways. The school follows the White Rose Maths scheme. This scheme focuses on developing pupils' maths knowledge and skills through the use of:

- Concrete - The Doing Stage - using items readily found in the classroom. This is a hand on approach to Maths;
- Pictorial - The Seeing Stage - using pictures to represent the physical objects and the problem
- Abstract - The Symbolic Stage - using numbers and symbols to represent the problem, without the need for physical objects or pictures.

Children complete Maths sessions daily and the school is well resourced in resources to support the concrete stage of this approach. The school encourages children to choose which materials/items they would like to use when completing their maths activities.

As the school continues its curriculum journey, it is felt that numeracy across the curriculum now needs to be monitored and reviewed. This is based on informal conversations amongst teaching staff as well as previous monitoring activities and discussions with the school's Education Support Officer. We are keen to ensure that pupils can apply their skills in a range of contexts including cross curricular activities and as part of their enhanced/continuous provision as well as develop pupils ability to explain their reasoning using mathematical language appropriately and precisely.

- Older pupils have opportunities to use characteristic features of a wide range of genres

Actions	Success Criteria	Monitoring Activities
Creation of a cold and hot assessment system to measure pupils progress within a Maths/Numeracy Unit.	<p>Many children show improvements in their hot score when compared to their cold score.</p> <p>Teaching staff can consider progress being made by pupils and identify targets for pupils' learning.</p>	<p>Headteacher, Numeracy Lead, Teaching staff</p> <p>Pupil Progress meetings.</p>
Senior leaders to provide opportunities for staff to collaborate (internally and with other schools) sharing examples of learning experiences to support the development of pupils' numeracy skills across the curriculum and consider how progression will be ensured.	<p>Most teaching staff can share effective ways in which they have developed the use of numeracy across the curriculum.</p> <p>Staff discussion focuses on what progression in numeracy looks like from nursery to year 2.</p>	<p>Headteacher, Numeracy Lead, Teaching staff</p> <p>Scrutiny of books, scrutiny of planning</p>
<p>Maths Lead to work with staff to map opportunities for numeracy across the curriculum in long term planning.</p> <p>Learning walk with Education Support Officer with a numeracy focus.</p>	<p>Clear mapping outlines when various elements of Maths are addressed through cross curricular learning ensuring that focus is not just on number skills but also on measures, data handling, shape and problem solving.</p> <p>In learning walk, most teachers demonstrate well planned and delivered Maths and Numeracy sessions that enable pupils to develop their numeracy skills within a cross curricular context.</p>	<p>Numeracy Lead, Teaching staff, ESO</p> <p>Scrutiny of planning</p> <p>Learning Walk</p>
Learning environment supports pupils in their mathematical and numeracy development through access to resources and displays.	<p>Many children can access a wide range of numeracy resources that support them in their mathematical learning.</p> <p>Staff promote numeracy through learning environment e.g. displaying key words, numbers and ideas.</p>	<p>Numeracy Lead</p> <p>Learning environment scrutiny</p>
Clear expectations around enhanced and continuous provision so it enables pupils to consolidate their mathematical knowledge and skills, applying them to real life and authentic contexts. Sharing of good practise amongst teaching staff.	<p>Many children are able to access maths-based activities when on provision.</p> <p>Many teachers ensure that provision provides pupils with the opportunity to apply and consolidate their maths learning.</p>	<p>Numeracy Lead</p> <p>Learning environment scrutiny</p>
Staff model and encourage pupils to develop their ability to explain their mathematical reasoning by asking learners to repeat words, phrases and simple sentences as they progress, whilst also enabling pupils to build their independence	<p>Many children can use appropriate mathematical language to explain their thinking.</p> <p>Many staff model for pupils the use of mathematical language and how to explain process and strategies using in Maths activities.</p>	<p>Headteacher, Numeracy Lead, Teaching staff, ESO</p> <p>Listening to Learners</p> <p>Learning Walk.</p>

Target 4: RE - focussing on Catholic Life and Mission, Religious Education and Collective Worship.

Rationale and Current Performance

Catholic Life and Mission of the School

Involve RE link Governor in all three inspection areas including involvement in monitoring activities and sharing of the CSED.

Religious Education

Implementation of new RSE resource Fertile Heart - RSE mapping to be updated to include use of this resource.

Continue to review and evaluate the school's current curriculum to ensure that it fully meets the Religious Education Directory

For staff and pupils to use the driver words to identify next step progression in religious education

Collective Worship

Refine and further develop collective worship at classroom level to include more reverent moments and encourage awe and wonder.

Actions	Success Criteria	Monitoring Activities
<p>Carry out audit of resources to enhance pupil led CL Carry out learning walk/observations of pupil collective worship to ensure there are opportunities for more stillness and reverent moments during the CL.</p>	<p>Increased reverence in pupil led Collective Worship Children participate more fully in pupil led Collective Worship</p>	
<p>Ensure coverage of Religious Education Directory through detailed planning. Begin to implement A Fertile Heart RSE programme. RE curriculum lead to research documents from diocese and lead training for staff</p>	<p>Cluster working with our Catholic schools to develop planning. Research published schemes which deliver the RED and is approved by the CES Staff training to be undertaken in summer term 2026.</p>	<p>Lesson observations Book scrutiny</p>
<p>Revisit driver words from RED and ensure these are used in learning objectives and feedback/marking schemes</p>	<p>Driver words put into R.E. books as a reminder to staff</p>	<p>Book scrutiny Planning scrutiny</p>
<p>Establish Mission group/School Council Timetable regular meetings with minutes taken.</p>	<p>Formulate a timetable of meetings Involve children in the Catholic life and Mission of St Joseph's.</p>	<p>Listening to learners</p>
<p>RE Lead to meet with RE Link governor on a regular basis to discuss and complete the following: <ul style="list-style-type: none"> - Monitoring activities such as book scrutiny and pupil voice; - Sharing of CSED <p>Sharing of resources such as Fertile Heart.</p> </p>	<p>RE Link Governor has a good understanding of all elements linked to RE in the school including Catholic Life and Mission, Collective Worship and RE itself.</p>	<p>Learning walk Book scrutiny Listening to learners</p>

Termly Evaluation of Targets-

Using R.A.G. visual approach-

Red = target not achieved **Amber**= target partially achieved **Green** = Target achieved

SIP TARGET 1	AUTUMN	SPRING	SUMMER
TARGET 1- Continue to develop the quality of teaching and learning through the embedding of 'Enabling Learners' principles (Welsh Government)			
Actions completed: <ul style="list-style-type: none"> • Discussion of Enabling Learners and what has already been implemented; • Devising of lesson charter • Creation of expectations of learning environments • Continued development of concept planning with SLT attending WG Curriculum National Support Programme • Visits from various link governors. 			
SIP TARGET 2	AUTUMN	SPRING	SUMMER
TARGET 2- Develop a more thorough and consistent approach to the teaching of a writing process			
Actions completed: <ul style="list-style-type: none"> • Learning walk completed with Literacy Focus • Link governor meeting with LLC Lead and attending RWInc Sessions • Continued development of RWInc through development days • EAL training and further support with a focus on Literacy 			
SIP TARGET 3	AUTUMN	SPRING	SUMMER
TARGET 3 - Develop a more thorough and consistent approach to the teaching of a Maths and Numeracy			
Actions completed: <ul style="list-style-type: none"> • Learning walk completed with Numeracy focus • Engagement with National Numeracy Programme to provide support for parents • Cold and hot assessments introduced for Maths • Cluster book look focussing on Maths and Numeracy • Meeting with Maths and Numeracy Lead and Link Governor 			
SIP TARGET 4	AUTUMN	SPRING	SUMMER
Catholic Life and Mission of the School Involve RE link Governor in all three inspection areas including involvement in monitoring activities and sharing of the CSED.			
Religious Education Implementation of new RSE resource Fertile Heart - RSE mapping to be updated to include use of this resource. Continue to review and evaluate the school's current curriculum to ensure that it fully meets the Religious Education Directory			

<p>For staff and pupils to use the driver words to identify next step progression in religious education</p> <p>Collective Worship Refine and further develop collective worship at classroom level to include more reverent moments and encourage awe and wonder.</p>			
<p>Actions completed:</p> <ul style="list-style-type: none"> • School prayer introduced • River words continue to be used for learning objectives • Audit completed of prayer and liturgy resources • Archdiocesan training completed for the Prayer and Liturgy Toolkit • Link Governor visit with RE Lead • Missio group continue to be active in school life. • School continues to attend Mass regularly 			