

St Therese's Primary School

Ysgol Catholig San Therese

School Development Plan (SDP) 2022



2022-2023



Mission Statement

‘Be Joyful, Learn and Keep the Faith’

St Therese’s Catholic Primary School is a Catholic School of the Diocese of Menevia. Our mission is to care, protect and present a model of Christian living for our children that is clear to all.

School Vision

At the heart of our vision at St Therese’s lies the child. All children are different and special, and should be treated as such. Our primary purpose is to enhance the quality of children’s learning through the effective and efficient delivery of the curriculum. We endeavour to foster a nurturing, mutually supportive and resilient school community who enthusiastically pursue learning and Christian values.

We will support our learners to become:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
- Still and reflective in an ever moving and ever-changing world
- Able to identify and manage their own emotional well-being and maintain positive relationships with each other.

The 4 SDP targets are as follows:

Target 1 -To improve pupils' literacy skills, in particular phonics and reading.

Target 2- To develop pupils' number skills.

Target 3 –To continue to develop pupils' higher order thinking skills (HOTS).

Target 4- To ensure that all pupils take an active role in Collective Worship across the school.

Priority 1	To improve pupils literacy skills, in particular phonics and reading			
Why is this a priority?		Success Criteria – What will success look like?		
<p>Teachers provide pupils with appropriate opportunities to develop their literacy skills in the foundation phase. These include sessions that focus on developing pupils’ understanding and application of phonics. However, these sessions are not as effective as they could be in developing pupils’ reading and writing skills. There is not a comprehensive or consistent approach to the teaching of phonics and teachers require effective professional learning in the delivery of a proven and successful phonics programme, to ensure pupils make effective progress in their literacy skills.</p> <p>For many learners the pandemic has negatively impacted their standards and progress with their literacy skills. We need to ensure we continue to strengthen the progress pupils achieve and to support pupils’ development as capable learners.</p> <p>Following a period of research into the range of possible approaches to the teaching of early literacy skills, leaders have decided to implement Read, Write, Inc. (RWI) as this will ensure a comprehensive and consistent approach to the teaching of phonics, provide staff with highly effective professional learning in the delivery of a proven and successful phonics programme and ensure pupils make effective progress in their literacy skills.</p> <p>Baseline Data- September 2022. See Ruth Miskin Portal for Autumn Term data</p>		Pupil-centred Success Criteria End of year 1 (% of pupils at the expected level or above):		
			Baseline Sept’ 22	July ‘23
		YR	N/A	20%
		Y1	32%	52%
		Y2	4%	24%
		Y3	11%	31%
		Y4	30%	50%
		Provision focused Success Criteria Most staff will deliver highly effective teaching of phonics. Most staff will ensure pupils make effective progress in the development of their literacy skills.		
	Baseline Sept’ 22 (Pupils at or above expected level)			
YR	N/A			
Y1	32%			
Y2	4%			
Y3	11%			
Y4	30%			

Year 2 and Year 3 High Level Targets					
Year 2		Baseline Sept' 22	July '23	End of July '24	
	YR	N/A	20%	40%	
	Y1	32%	52%	72%	
	Y2	4%	24%	44%	
	Y3	11%	31%	51%	
	Y4	30%	50%	70%	
Year 3		Baseline Sept' 22	July '23	End of July '24	End of July '25
	YR	N/A	20%	40%	60%
	Y1	32%	52%	72%	92%
	Y2	4%	24%	44%	64%
	Y3	11%	31%	51%	71%
	Y4	30%	50%	70%	90%

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Vision Whole staff meeting to discuss this SDP target; why is it a priority? Develop a shared understanding and vision for effective teaching of early literacy skills, particularly reading through a high quality, consistently taught and comprehensive phonics programme.	EC/RL	SEP 22	Oct 23	NIL
Curriculum Development Following on from research and school visits, school leaders decided to purchase and implement Read, Write, Inc. As a result, pupils will have daily access to high quality, consistently taught phonics provision to support their development of their key literacy skills, including oracy, reading and writing.	SMT	SEP 22	Ongoing	£14,000 (estimate) RCSIG/school budget

Professional Learning / Evolving Teaching All leaders receive a development day from the programme consultant to ensure the programme is implemented successfully and led and managed effectively in the long term. All relevant staff receive professional learning on the effective delivery of Read, Write, Inc. including a focus on effective teaching strategies and assessing/measuring progress. School 'Reading Leader(s)' to receive professional learning and coaching from Helen Harris (RWI) to support their ability to effectively lead the delivery of the programme. Opportunities to be provided for staff to observe effective practice in the delivery of high-quality phonics teaching through observing model lessons. Staff to receive ongoing coaching in the effective delivery of the programme from the school's Reading Leader and coaching from the programme consultant as part of 'Development Days'. .	RL/EC	JULY 22	Ongoing	Costs for professional learning included in the cost of the programme (see above)
	SMT	JULY/SEP 22	Ongoing	Supply : ½ day supply = £112 6 x half days £672
	EC	JULY 22	Ongoing	NIL
	All staff (ta's inc)	Oct 22	Ongoing	NIL
	EC/ SMT/all staff	JULY 22	Ongoing	NIL

Parents & Carers Senior leaders and programme consultant to provide information to parents and carers on the school's new approach to the teaching of phonics and to share strategies on how they can support their child's progress at home. 'Meet the Teacher' coffee mornings, RWI lead to make herself available to present to parents. RWI information will be displayed on the school website. Pupils progress to be shared with parents during Autumn Term Parent Consultations.	SMT/EC Programme Consultant	SEP 22	Jan 23	NIL
Performance Management Teachers and TA's to be provided with performance management target linked to the provision of highly effective delivery of phonics and pupils progress in developing their phonological awareness and reading skills.	SMT	NOV22	MAY 23	Supply cover X2 days £360
Monitoring Learning walks, work scrutiny, pupil progress meetings and listening to learners' activities with members of the governing body to evaluate: A. How effective is classroom provision of phonics? B. Do learners make effective progress relative to their starting point? Revise action plan based on areas identified for improvement.	SMT/Governor link	Nov 22 Feb 23 June 23	Ongoing	Supply cover X3 half days £336
Total Cost £15,368				

Priority 2	To develop pupils' number skills	
Why is this a priority?		Success Criteria – What will success look like?
<p>Monitoring highlights that, 'Many pupils display good standards with their number work. However, most pupils need to develop:</p> <ul style="list-style-type: none"> • depth of conceptual understanding within their number work • use of precise mathematical language when discussing their mathematical thinking • use of efficient strategies when undertaking calculations • fluency in applying their number skills <p>These areas identified for development are in line with the principles of progression, including the mathematical proficiencies, within the Mathematics and Numeracy AoLE.</p>		<p><u>Provision</u></p> <p>Many teachers will understand and implement the development of conceptual understanding through concrete, visual and abstract approaches.</p> <p><u>Learning</u></p> <p>Many pupils will be able to:</p> <ul style="list-style-type: none"> • represent concepts in multiple ways (concrete, visual and abstract) • use precise mathematical language to explain their thinking • make up examples (and non-examples) • identify efficient strategies for calculations • independently apply concepts to new problems in unfamiliar situations

Year 2 and 3 High Level Targets	
Year 2	<p>Most teachers will understand and implement the development of conceptual understanding through concrete, visual and abstract approaches.</p> <p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • represent concepts in multiple ways (concrete, visual and abstract) • use precise mathematical language to explain their thinking • make up examples (and non-examples) • identify efficient strategies for calculations

	<ul style="list-style-type: none"> independently apply concepts to new problems in unfamiliar situations
Year 3	The school's approach to the teaching of number through conceptual understanding using concrete, visual and abstract approaches will be embedded. Most pupils will be proficient with their number skills.

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Vision Whole staff meeting to discuss this SDP target. Discuss why it is a priority and share the vision for pupils' mathematics and numeracy skills in line with the principles of progression and how pedagogy needs to evolve in order to develop pupils' mathematical proficiencies as outlined in Curriculum for Wales.	AS/SLT/All staff	Sep 22	Oct 23	NIL
Professional Learning / Evolving Teaching All teachers to receive professional learning from the school improvement team focused on developing an understanding of the mathematical proficiencies. Staff to consider how this will impact on their teaching approaches within mathematics. All teachers to receive professional learning from the school improvement team focused on how to develop pupils' conceptual understanding	AS/RL/SMT All Staff ALL staff	Sep 22 Sep 22	Ongoing Ongoing	NIL NIL

through verbal, concrete, visual, digital and abstract approaches.	SLT/AS/RL	Sep 22	Ongoing	NIL
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' conceptual understanding and to consider how progression will be ensured.	All staff	Sep 22	Ongoing	NIL
Senior leaders to provide opportunities for staff to share effective practice through observations.				
Resources				
Leaders to purchase manipulatives to support the development of pupils' conceptual understanding. For example, Dienes base ten, place value counters, Cuisenaire rods etc.	AS/SLT	June 2022	Ongoing	£500 (estimate school Budget)
Curriculum Development				
Teachers to implement the development of pupils' conceptual understanding through verbal, concrete, visual, digital and abstract approaches.	AS/RL/SLT	Sep 2022	Ongoing	NIL
Teachers to ensure they explicitly use and model the identified mathematical language associated with the concept they are teaching.	All staff	Sep 2022	Ongoing	NIL
Teachers to ensure they provide the time for pupils to construct their own mathematical problems and to share strategies to solve problems and identify the most efficient strategy.	ALL staff	Sep 2022	Ongoing	NIL

Performance Management Teachers to be provided with performance management target linked to developing pupils' number skills and be provided with professional learning to meet their individual needs.	RL/SLT/All staff	OCT/NOV2022	July 2023	£ 2000(estimate school Budget)Visit other schools/supply costs/triad, peer systems
Monitoring Learning walks, work scrutiny and listening to learners' activities with members of the governing body to evaluate progress towards achieving this SDP target. Revise action plan based on areas identified for improvement.	RL/AS/SLT	NOV-JULY	Ongoing	NIL
Total Cost				£2500

Priority 3	To continue to develop pupils' higher order thinking skills (HOTS)	
Why is this a priority?		Success Criteria – What will success look like?
<p>In line with the school's vision for the new curriculum, we need to continue to strengthen pupils' higher order thinking skills in order to support their development of the four purposes. In particular, pupils' ability to remember and understand (lower order thinking) and their ability to apply, analyse, evaluate and create (higher order thinking).</p> <p>Last year, teachers received professional learning focused on HOTS and implemented explicit teaching of analysis skills, provided opportunities for pupils to practise these skills and to begin to apply them independently. As a result, monitoring highlighted that many teachers are including these and showing evidence in their planning, lesson observations and pupil books. However, this is inconsistent throughout the school and there is a need to continue to embed the explicit teaching of analysis skills and to implement the explicit teaching of evaluate and create</p> <p>Many teaching strategies do not provide effective opportunities for pupils to develop their integral skills. Teachers need to ensure they identify regular and effective opportunities for pupils to progress with their integral skills - solve problems; overcome challenges; investigate and develop their higher order thinking skills through explicitly modelling these skills and providing regular opportunities for pupils to practice these skills.</p> <p>Furthermore, we need to ensure teachers implement a range of engaging teaching strategies (12 Pedagogical Principles) to support pupils to gain new knowledge and understanding.</p>		<p>Most teachers will explicitly teach higher order thinking skills and provide pupils with regular opportunities to practice these skills and apply them independently.</p> <p>All staff will explicitly use the language of thinking skills with pupils.</p> <p>Most teachers will provide regular and effective opportunities for pupils to solve problems; overcome challenges; investigate and develop their higher order thinking skills.</p> <p>Many teachers will provide engaging teaching strategies to support pupils to gain new knowledge and understanding.</p> <p>Many pupils will develop effective higher order thinking skills - analyse, evaluate and create.</p> <p>Many pupils will explicitly use the language of thinking skills within their learning</p>
Year 3 High Level Targets		
Year 3	<p>Nearly all teachers will be routinely modelling higher order thinking and providing opportunities for pupils to practise these skills and apply them independently, leading to a culture within classrooms that is dynamic, creative and engaging.</p>	

	Most pupils will be able to use their higher order thinking skills effectively and as a result most pupils will be making good progress towards the realisation of the four purposes. Most pupils will be able to use higher order thinking skills with increasing levels of control, complexity and independence to support their learning. Most pupils will use a range of techniques and strategies to support their learning with the higher order thinking skills.
--	---

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Vision Whole staff meetings/INSET day to discuss this SDP target. Remind staff of why it is a priority and re-share the vision for pupils' higher order thinking skills and how pedagogy needs to evolve in order to develop the four purposes at St Therese's Catholic school.	RL/SLT/All staff/ESO Governors	Sep 2022	Ongoing	NIL
Professional Learning / Evolving Teaching Teachers to continue to share practice developing pupils' analysis skills including increasing the range of strategies they use to support pupils' ability to analyse. <i>(see 'How to develop thinking skills and AfL in the classroom?' for range of strategies)</i>	RL/SLT/All staff/ESO/LA	Sep 2022 Adds (27.9.22) re-cap analysis, evaluation	Ongoing	NIL
All teachers to receive professional learning from the school improvement team focused on effective strategies for developing pupils' ability to evaluate. For example, Most Likely, Diamond Ranking; JUDGE etc. <i>(see 'How to develop thinking skills and AfL in the classroom?' for a wider range of strategies)</i>	RL/SLT/LA/ESO	Sep 2022	Ongoing	NIL
	RL/SLT			NIL

<p>All teachers to receive professional learning from the school improvement team focused on effective strategies for developing pupils' ability to create. For example, Mind Mapping; ABC Graffiti; Placemat Activities etc. (see '<i>How to develop thinking skills and AfL in the classroom?</i>' for a wider range of strategies)</p>	RL/SLT/SIT	SEP 22	Ongoing	Supply costs £1000 (school collaboration)
<p>All teachers to receive professional learning from the school improvement team focused on ensuring they provide effective opportunities for pupils to progress with their integral skills including solving problems; overcoming challenges; investigating and developing their higher order thinking skills.</p>	SLT	SEP 22	Ongoing	NIL
<p>Senior leaders to support and challenge teachers with the planning of learning experiences to develop pupils' higher order thinking skills.</p>	RL/SLT/All staff/ESO/LA	SEP 22	Ongoing	NIL
<p>Senior leaders to provide opportunities for staff to collaborate and share examples of learning experiences to support the development of pupils' higher order thinking skills both internally and with other schools to ensure progression.</p>	SLT	SEP 22	Ongoing	NIL
<p>All teachers to continue to model effective questioning and feedback, to support the development of pupils' higher order thinking skills. (see '<i>How to develop thinking skills and</i></p>	All staff	SEP 22	Ongoing	

<p><i>AfL in the classroom?</i> – particularly around teacher behaviours)</p> <p>All teachers to engage in professional learning on teaching strategies to enable pupils to progress with their knowledge and understanding e.g 'Runs', 'Boats', 'Scavenger Hunts' etc. (Teacher Toolkit).</p>	All staff	SEP 22	Ongoing	NIL
<p>Curriculum Development</p> <p>Leaders to evolve their curriculum design to ensure all mandatory elements and purposeful opportunities for pupils to make progress with their integral skills.</p> <p>Teachers to ensure they identify regular and effective opportunities for pupils to progress with their integral skills - solve problems; overcome challenges; investigate and develop their higher order thinking skills.</p> <p>Teachers to ensure they explicitly use and model the identified language associated with analysing, evaluating and creating with their respective classes.</p> <p>Teachers to continue to embed the 3-part structure to their teaching of HOTS – explicit teaching; opportunities to practice the skill and opportunities for independent application.</p> <p>All teachers to implement engaging teaching strategies for pupils to develop their lower order thinking skills (Knowledge and understanding) using the Teacher Toolkit.</p>	<p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p>	<p>Sep 2022</p> <p>Sep 2022</p> <p>Sep 2022</p> <p>Sep 2022</p> <p>Sep 2022</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>NIL</p> <p>NIL</p> <p>NIL</p> <p>NIL</p> <p>NIL</p>

Performance Management Teachers to be provided with performance management target linked to developing pupils' higher order thinking skills and training to meet their individual needs. Teachers to undertake action research on an aspect of developing pupils' higher order thinking skills	All Staff All Staff (performance management)	Sep/Oct 2022 NOV 22	Ongoing Ongoing	£500 Research Methodology- supply costs NIL (PPA)
Monitoring Learning walks, work scrutiny and listening to learners' activities with members of the governing body to evaluate progress towards achieving the SDP target. Revise action plan based on areas identified for improvement.	RL/SLT	Sep 2022	Ongoing	NIL
				Total Cost £1500

Priority 4	To ensure all pupils take an active role in Collective Worship across the school
Why is this a priority?	Success Criteria – What will success look like?
<p>In line with the school's vision for Curriculum for Wales, we need to ensure that collective worship is an integral part of school life. Collective worship should aim to provide the opportunity for pupils to worship God, to consider the spiritual and moral issues and to explore their own beliefs, to encourage participation and response, whether through active involvement in the presentation of worship or through listening to, watching and joining in the worship offered and to develop community spirit, promoting a common ethos and shared values, and reinforce positive attitudes.</p> <p>After whole self-evaluation, it is evident that Collective Worship has become a priority at St Therese's Catholic School. There is not a consistent approach to how well pupils participate in and respond to the school's overall collective worship. Also, there are limited opportunities for our pupils to work with others to prepare prayer and liturgy. For many learners the pandemic has negatively impacted their engagement levels in prayer and liturgy. Many pupils are able to articulate an understanding of different ways of praying and the cycle of the liturgical year. We need to ensure we continue to strengthen this area and to support pupils' giving them the opportunities to be still and reflective in an ever moving and ever-changing world.</p>	<p><u>Provision</u></p> <p>Many teachers will understand how central prayer and liturgy are to the whole of school life.</p> <p>Many teachers will model good practice as leaders of and participants in prayer and liturgy.</p> <p>Many teachers will support pupils to plan and lead well-constructed celebrations of prayer and liturgy according to the norms of the church.</p> <p>Family Engagement worker will work with families and the parish to support the developing prayer life and liturgical participation of pupils</p> <p><u>Learning</u></p> <p>Many pupils will be able to:</p> <ul style="list-style-type: none"> • Lead acts of worship in class

	<ul style="list-style-type: none"> • Fully take part in regular whole school prayer enthusiastically. • Have a detailed understanding of the wide variety of ways of praying that are part of the Catholic tradition, e.g, use of scripture, symbol, silence, mediation, reflection and liturgical music. • Reflect on their experience of prayer and liturgy with confidence and in detail. Many pupils will articulate clearly the ways in which these experiences have shaped how they think about themselves and the world and how this has inspired them to action.
--	---

Year 2 and Year 3 High Level Targets	
Year 2	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • Lead acts of worship in class • Fully take part in regular whole school prayer enthusiastically. • Have a detailed understanding of the wide variety of ways of praying that are part of the Catholic tradition, e.g, use of scripture, symbol, silence, mediation, reflection and liturgical music. • Reflect on their experience of prayer and liturgy with confidence and in detail. Most pupils will articulate clearly the ways in which these experiences have shaped how they think about themselves and the world and how this has inspired them to action.
Year 3	Collective Worship to be fully embedded with nearly all pupils taking an active role.

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Vision Whole staff meetings/INSET/ 10:10 whole school training to discuss this SDP target, why is it a priority? Develop a shared understanding and vision for Curriculum for Wales, the four purposes and how Collective Worship is an integral part to our school and vision. All staff to be up to date on the new catholic inspectorate framework.	RL/SLT/AS/ALL STAFF	SEP 22	JULY 23	£180
Professional Learning / Evolving Teaching All teachers to receive professional learning from the school leadership team and to ensure pupils participate in and respond to the school's collective worship. 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' participation and response to the school's collective worship. R.E Cluster moderation. Visit to other schools Senior leaders, governors and parish priest to provide opportunities for staff to share effective practice through observations. Senior Leaders and all stakeholders are aware of the new up to date R.E Inspection Framework (section 50) Tasks to consider: mandatory training, CED; online learning modules for school staff; newsletters, online resources, information on school website etc.	RL/SLT/AS/Father Paul AS/RL Father Paul, AS,RL,EC, Chair of Govs	SEP 22 SEP22 SEP 22	JULY 23 Ongoing Ongoing	£1000 (SUPPLY COSTS) £400 (supply costs) £160 courses

Ensure the R.E co-ordinator has regular allocated non-contact time for carrying out their duties.	RL/SLT/AS/Father Paul/ Paul White	SEP 22	Ongoing	£500 (COVER)
Ensure strong links are in place with the pre-school settings/primary/secondary/ Local Parish with strong communication channels established and the sharing of key information/documentation.	RL/SLT/AS/Father Paul/ Paul White	Sep 22	Ongoing	NIL
Ensure Senior leaders/R.E Co-ordinator to undertake a review of the SER provision for R.E with a particular focus on collective worship.	RL,AS,EC	Nov 22	Ongoing	NIL
Ensure R.E Co-ordinator liaises with parish priest and link governor	AS, Father Paul	Oct22	Ongoing	NIL
Resources				
Leaders to purchase relevant resources to support the development of whole school collective worship.	AS/SLT	SEP22	JULY 23	£200
Curriculum Development				
Pupils will have the opportunities to lead collective worship throughout the school.	RL/AS/SLT	Nov 22	Ongoing	NIL
All teachers and leaders will plan effective learning opportunities for collective worship that ensure pupils build on their knowledge, skills and experiences, whatever their stage of development and to plan successfully for pupils' 'next steps'.	RL/AS/SLT	Nov 22	Ongoing	NIL

Performance Management Teachers and TA's to be provided with performance management target linked to target for overall effective progress.	AS/Governor Links/Parish Priest	SEP 22	JULY23	NIL
				Total Cost £2440