

St Therese's Primary School

Ysgol Catholig San Therese

School Development Plan (SDP) 2023



2023-2024



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. We learn, love and grow with God at the centre to be the best that we can be. 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 increase pupils' opportunities to write at length across the curriculum.

Target 2- To improve pupils' spoken Welsh around the school.

Target 3 –To ensure that pupils make decisions about how and what they learn in lessons.

Target 4- To implement the RED scheme of work across the school.

Priority 1	To increase pupils' opportunities to write at length across the curriculum	
Why is this a priority?		Success Criteria – What will success look like?
<p>Estyn report highlights that 'recent improvements to provision for the teaching of literacy have a good impact on the standards pupils' achieve. However the school needs to provide more opportunities for pupils' to practice writing at length in different ways. In writing there is an over reliance on worksheets across the curriculum. This inhibits pupil's opportunities to write at length or in different ways.'</p> <p>Teachers will provide pupils with appropriate opportunities to develop their literacy skills across the curriculum. These include pupils developing their writing skills at length, across a range of genres linked to their topic and concept work.</p> <p>Using Treehouse Tales and talk for writing in Foundation Phase, teachers develop pupils' early handwriting, grammar, spelling and sentence level work enabling the pupils' to develop their independent writing skills. Using the Literacy shed approach and talk for writing in KS2, teachers effectively engage learners and develop their higher order reading skills and writing skills using a range of genres.</p>		<p>Provision Many teachers will understand and implement the talk for writing process to enable learners to write at length in different ways across the curriculum</p> <p>Learning Many pupils will be able to</p> <ul style="list-style-type: none"> ● talk to plan writing and write for different purposes and audiences. ● write at length using an increasingly imaginative, varied and precise vocabulary. ● use their imagination to create their own literature. ● use their knowledge of writing styles and the features of different literary genres to create their own work. ● use the RWI phonics approach to spelling in their independent writing. <p>Many staff will ensure pupils make effective progress in the development of their writing skills.</p>
Year 2 and Year 3 High Level Targets		
Year 2 and 3	<p>Most pupils will be able to</p> <ul style="list-style-type: none"> ● talk to plan writing and write for different purposes and audiences. ● write at length using an increasingly imaginative, varied and precise vocabulary. 	

Teachers will receive training via the RWI programme to enhance spelling strategies.	SMT	JAN 24	Ongoing	£550
Professional Learning / Evolving Teaching All staff will receive the TFW toolkit. All relevant staff receive professional learning on the effective delivery of TFW including a focus on effective teaching strategies and assessing/measuring progress. All staff will have the opportunity to visit schools and to observe effective practice in the delivery of high-quality TFW teaching through observing model lessons. All staff to receive training linked to spelling strategies from the RWI school online portal.	RL/EC SMT EC/SMT Helen Harris/EC	SEP 23 SEP 23 SEP 23 JAN24	Ongoing Ongoing Ongoing Ongoing	NIL NIL Supply costs (£500) NIL
Performance Management Teachers to be provided with performance management target linked to the provision of talk for writing and pupils' progress in developing their extended writing skills across the curriculum	SMT	Oct 23	MAY 24	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 TFW? B. Do learners make effective progress relative to their starting point?	SMT/Governor link	Nov 23 Feb 24 June 24	Ongoing	NIL
Total Cost £ 1580				

Priority 2	To improve pupils' spoken Welsh around the school.	
Why is this a priority?		Success Criteria – What will success look like?
<p>Estyn report highlights that, 'although most pupils participate in Welsh lessons enthusiastically, their confidence to speak Welsh in simple conversations is underdeveloped. A minority understand the Welsh patterns they hear in Welsh sessions in a different context. For example, a minority of older pupils answer simple questions about the weather. However, many pupils lack the confidence to participate in simple conversations in Welsh or use Welsh incidentally around the school'</p> <p>The new curriculum places great emphasis on bilingualism, stating that all learners should have appropriate pathways for learning Welsh and English, as a means of unlocking Wales' rich and unique literatures, geography, democracy, history and culture.</p> <p>These areas identified for development are in line with the principles of progression.</p>		<p><u>Provision</u></p> <p>Many teachers will understand and implement 'drilio' daily and many teachers will use the correct sentence patterns for their appropriate class.</p> <p><u>Learning</u></p> <p>Many pupils will be able to:</p> <ul style="list-style-type: none"> • communicate using an increasingly varied vocabulary and begin to use appropriate language to talk about events in the past and future. • speak with expression and gestures to communicate my ideas. • share ideas, and express opinions and feelings using relevant vocabulary. Pupils will be able to describe events, building and extend their vocabulary. • can ask and answer questions and exchange ideas and information. • use spoken language for different purposes. They will change how they communicate, depending on where they are and with whom and can adopt a range of roles and manage their contributions appropriately.

Year 2 and 3 High Level Targets	
Year 2	<p>Most teachers will understand and implement 'drilio' daily and many teachers will use the correct sentence patterns for their appropriate class.</p> <p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • communicate using an increasingly varied vocabulary and begin to use appropriate language to talk about events in the past and future. • speak with expression and gestures to communicate my ideas. • share ideas, and express opinions and feelings using relevant vocabulary. I can describe events, building and extending my vocabulary. • can ask and answer questions and exchange ideas and information. • use spoken language for different purposes. They will change how they communicate, depending on where they are and with whom and can adopt a range of roles and manage their contributions appropriately.
Year 3	<p>The school's approach to improving pupils' spoken Welsh around the school will be embedded.</p> <p>Most pupils will be proficient with their oracy skills using the Welsh language.</p>

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' Welsh oracy skills as outlined in Curriculum for Wales.	LC/SLT/All staff	Sep 23	Oct 24	NIL
Professional Learning / Evolving Teaching All teachers to receive professional learning from the school improvement team (Rhian Ashton) focused on developing an understanding of the appropriate language patterns. Staff to consider	LC/RL/SMT All Staff	Sep 23	Ongoing	NIL

<p>how this will impact on their teaching approaches within their Welsh lessons.</p> <p>All teachers to receive professional learning from the school improvement team focused on how to develop pupils' oracy skills during drilio sessions.</p> <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' understanding and to consider how progression will be ensured.</p> <p>Senior leaders to provide opportunities for staff to share effective practice through observations. Peer/triad coaching techniques.</p>	ALL staff	Sep 23	Ongoing	NIL
	SLT/LC/RL	Sep 23	Ongoing	NIL
	LC/All staff	Sep 23	Ongoing	NIL
<p>Resources</p> <p>Leaders to purchase resources from ELRS, such as 'siaradwr yr wythnos' selfie frame etc. LC to ensure that all classes have a range of Welsh games available during slot drilio Stickers to be purchased from ELRS</p>	LC/SLT	Oct 23	Ongoing	£250
<p>Curriculum Development</p> <p>Teachers to implement the development of pupils' Welsh oracy skills using language patterns applicable to their class.</p> <p>Teachers to ensure they explicitly use and model the identified language patterns associated with the pattern they are teaching.</p>	LC/RL/SLT	Sep 2023	Ongoing	NIL
	All staff	Sep 2023	Ongoing	NIL

LC to ensure that time is allocated for grwp cymraeg/criw cymraeg to lead assemblies and plan their own PAG sessions.	All staff	Sep 2023	Ongoing	NIL
To implement targets from 'siarter iaith' to gain our bronze award.	LC/ RL/ SMT	Sep 2023	Ongoing	NIL
Performance Management Teachers to be provided with performance management target linked to developing pupils' Welsh oracy skills around the school and be provided with professional learning to meet their individual needs.	RL/SLT/All staff	OCT/2023	July 2024	NIL
Monitoring Learning walks 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/LC/SLT	NOV 23-JULY 24	Ongoing	NIL
Total Cost				£250

Priority 3	To ensure that pupils make decisions about how and what they learn in lessons.
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Why is this a priority?	Success Criteria – What will success look like?
<p>Estyn report highlights that ‘Many pupils develop as confident and independent learners. However, older pupils do not make enough decisions about how to set out their work or what to include.’</p> <p>In line with the school’s vision for the new curriculum, we need to continue to strengthen pupils’ independent skills and ensure they have a say in how and what they learn.</p> <p>Many teaching strategies do not provide effective opportunities for pupils to make decisions about their work. Teachers need to ensure they identify regular and effective opportunities for pupils to progress with their integral skills i.e. planning and organising so that they choose how to set out and organise their work.</p> <p>Each classroom will include a pupils’ Learning Wall, which includes the children’s planning, skills and lesson ideas. Pupils’ will have input into planning lessons and topics by using source squares and ‘I see, I think, I wonder’ techniques. Pupils will help generate Big Questions connected to the topic and concept for the term. During focussed group, teaching opportunities will be provided for pupils to be creative and innovative and use a range of different strategies such as pictures, text, number, digital, graphs etc.</p>	<p>Many teachers will provide opportunities for pupils to say how and what they want to learn.</p> <p>Many pupils will have the opportunity to choose how to present their work.</p> <p>Many pupils take responsibility for their learning, developing resilience and a willingness to learn. Many teachers will understand the ways that pupils learn and develop strategies to encourage independence and progress.</p> <p>All staff ensure pupils have a say in what and how they learn.</p>

Year 2 and Year 3 High Level Targets	
Year 2 and Year 3	<p>Nearly all teachers will provide effective opportunities for pupils to make decisions about their work. Nearly all teachers will ensure they identify regular and effective opportunities for pupils to progress with their integral skills i.e. planning and organizing so that they choose how to set out and organize their work.</p> <p>Nearly all pupils will be take responsibility for their learning, developing resilience and a willingness to learn.</p>

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
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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' developing their planning and organization skills (Integral skills).	RL/SLT/All staff/ Governors	Sep 2023	Ongoing	NIL
Professional Learning / Evolving Teaching All teachers to be provide opportunities during focussed group teaching where pupils will discuss the best ways to organise their work and develop their creativity and innovation skills. Senior leaders to support and challenge teachers with the planning of learning experiences to develop pupils' planning and organisation skills. Senior leaders to provide opportunities for staff to collaborate and share examples of pupils work	RL/SLT/All staff RL/SLT/LA/ESO RL/SLT	Sep 2023 Sep 2023 Sep 2023	Ongoing Ongoing Ongoing	NIL NIL NIL
Curriculum Development Leaders to evolve their planning to ensure purposeful opportunities for pupils to make decisions regarding their learning/presentation of their work. Teachers to continue to use focus group teaching and promote independent learning for pupils to progress with their integral skills - solve	All staff All staff	Sep 2023 Sep 2023	Ongoing Ongoing	NIL NIL

problems; overcome challenges; investigate and develop their higher order thinking skills.				
Leaders to develop a toolkit of examples (age appropriate) as a starting point to aid pupils making decisions on how to present their work.	All staff	Sep 2023	Ongoing	NIL
Teachers to use Cath Delve resources to promote consolidation of skills learnt and independent application whilst making decisions.	All staff	Sep 2023	Ongoing	NIL
Teachers to ensure wall displays promote different examples of work reflecting the pupils choice/decision making	All staff	Sep 2023	Ongoing	NIL
Performance Management				
Teachers/TA's to be provided with performance management target linked to promoting pupil led learning and decision making.	All Staff	Sep/Oct 2023	Ongoing	NIL
Teachers to undertake action research on an aspect of Cath Delve's techniques.	All Staff (performance management)	Sep 2023	Ongoing	£500
Teachers to visit schools to observe best practice.	Key stage 2 staff	Nov 23	Ongoing	Supply Cover £1000

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 2023	Ongoing	NIL
<div>Total Cost £1500</div>				
Priority 4	To implement the RED scheme of work across the school.			
Why is this a priority?		Success Criteria – What will success look like?		
<p>Based on the constitutions of the Second Vatican Council and rooted in the Catechism of the Catholic Church, the objective of the curriculum is religiously literate and engaged young people, with the knowledge, understanding and skills to reflect spiritually, think ethically and theologically, and recognise the demands of religious commitment in everyday life.</p> <p>The RED SOW focuses on 3 purposes.</p> <p><u>Purpose 1:</u> To ensure the baptised increase in their understanding of the faith which they have received,</p> <p><u>Purpose 2:</u> That they learn how to worship God in spirit and truth through prayer and liturgy.</p> <p><u>Purpose 3:</u> That they are formed to live in conformity with the pattern of human goodness and truth that we find in Jesus Christ.</p>		<p><u>Provision</u></p> <p>Many teachers will understand and implement this new scheme of work into their daily practice and ensure coverage of the 10% requirement.</p> <p>Many teachers will model good practice as leaders when delivering the programme.</p> <p>Many teachers will support pupils to understand deeply the meaning of sacred texts, religious beliefs, sacred rites and the lives of individuals and communities that are shaped by these texts, beliefs and rites.</p>		

Many teachers will support pupils to judge wisely in response to different interpretations of the meaning, significance and implications of texts, beliefs, rites and ways of life so that they can arrive at justified conclusions about what is true, what is good and what is beautiful.

Many teachers will support pupils to reflect personally and with integrity on what they have learned and consider the implication for action these may have for their own lives and the world in which they live.

Family Engagement worker will work with families and the parish to support the liturgical events throughout the year and strengthen parish-school links.

Learning

Many pupils will be able to:

- Remember and apply the meaning of key texts, beliefs and concepts.
- Provide explanations by making links between religious texts, beliefs and practices.
- Interpret and analyse the meaning of texts, practices and rituals and their historical and cultural connections.
- Think creatively and critically, testing ideas by imagining other possibilities.
- Compare different interpretations of religious expression, different ways of celebrating rites and different ways of life, explaining differences within and between religions and world views.
- Reflect on the meaning of what they have learned for their own lives.

	<ul style="list-style-type: none"> • Dialogue with others- to understand themselves and others better. • Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned.
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Year 2 and Year 3 High Level Targets	
Year 2	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • Remember and apply the meaning of key texts, beliefs and concepts. • Provide explanations by making links between religious texts, beliefs and practices. • Interpret and analyse the meaning of texts, practices and rituals and their historical and cultural connections. • Think creatively and critically, testing ideas by imagining other possibilities. • Compare different interpretations of religious expression, different ways of celebrating rites and different ways of life, explaining differences within and between religions and world views. • Reflect on the meaning of what they have learned for their own lives. • Dialogue with others- to understand themselves and others better. • Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned.
Year 3	RED curriculum to be fully embedded with nearly all pupils taking an active role.

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Vision AS to attend cluster RED training and provide whole staff meetings/INSET/ RED 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 new RED curriculum 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/Father Paul/ ALL STAFF	SEP 23	JULY 24	Supply costs £500
Professional Learning / Evolving Teaching All teachers to receive professional learning from the RE Co-ordinator (AS) and to ensure pupils participate in and respond to the school's collective worship. (phased roll out starting with EFYS and Year 3) 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 development of RED curriculum. 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)/ New RED Curriculum.	RL/SLT/AS/Father Paul AS/RL Father Paul, AS,RL,EC, DP Chair of Govs	SEP 23 SEP 23 SEP 23	JULY 24 Ongoing Ongoing	£100 (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 23	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 23	Ongoing	NIL
Ensure Senior leaders/R.E Co-ordinator to undertake a review of the SER provision for R.E.	RL,AS,EC	Oct 23	Ongoing	NIL
Ensure R.E Co-ordinator liaises with parish priest and link governor	AS, Father Paul	Oct 23	Ongoing	NIL
Resources				
Leaders to purchase relevant resources to support the development of RED curriculum.	AS/SLT	SEP 23	JULY 24	£200
Curriculum Development				
Pupils will have the opportunities to engage with new RED curriculum.	RL/AS/SLT	Nov 23	Ongoing	NIL
All teachers and leaders will plan effective learning opportunities from RED curriculum 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 23	Ongoing	NIL
Performance Management				
Headteacher and TA's to be provided with performance management target linked to target for overall effective progress.	AS/Governor Links/Parish Priest	SEP 23	JULY 24	NIL
Total Cost				£1860

