



Padre Pio Primary School

School Development Plan

2021 to 2022

Padre Pio is a Catholic family where we pray and learn in peace with each other. Together we take the message of Jesus to the world.

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- All action plans run from September 2021 to July 2022.
- Some targets are given in red text, these focus on recovering from the impact of Covid over the past 18 months and as such make up our Covid Recovery Plan.
- There is an action plan for each focus area of the Estyn framework, ensuring that we are focusing on priority areas. This also allows for an explicit link between the SDP and whole school self-evaluation.
- As far as possible the targets within the action plans are measurable, making evaluation straightforward and precise, and the specific outcomes of each target are given.
- All priorities show how they are linked to the United Nations Convention on the Rights of the Child
- The SLT will review this SDP termly (in December, March and July) and a report will be provided for governors.
- The school's Grant Plan should be read alongside this SDP.

CONTEXTUAL INFORMATION

2020-2021	REC	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
Cohort	24	30	31	22	30	33	31	201
Male	13	20	16	9	12	14	19	103
Female	11	10	15	13	18	19	12	98
FSM	4	7	6	6	10	2	4	39
LAC				1	1		1	3
EAL								
School Action			1	4	5	2	5	17
School Action Plus	2	1						3
Statement				1	1			2

LINKS WITH NATIONAL AND REGIONAL PRIORITIES

<p>1. National priorities:</p> <p>Raising standards in:</p> <ul style="list-style-type: none"> a. Literacy; b. Numeracy; and c. Reducing the impact of poverty on educational attainment 	<p>5. Regional/Local priorities: Links to EAS Business Plan</p> <ul style="list-style-type: none"> a. Provide bespoke support to schools and settings to address the impact of the pandemic on individual learners, as appropriate, in line with their improvement priorities; b. Continue to provide support to improve the quality of teaching and learning, including the continued use of, and evaluation of blended and distance learning approaches, particularly in identified secondary schools; c. Provide professional learning and bespoke support and guidance to schools and settings to help them realise Curriculum for Wales; d. Provide access to a range of regional and national professional learning, including access to coaching and mentoring, for all educational practitioners in schools and settings that is appropriate to their role and responsibility; e. Consolidate, promote and further develop regional practitioner networks, enabling effective routes of communication and support; f. Continue to support the development of leaders at all levels in schools and settings; g. Further build the capacity and capability of the knowledge and skills of governing bodies (as appropriate), through the regional professional learning offer and bespoke support; h. Further develop a culture around accountability that identifies and values a broad spectrum of characteristics of effective schools and settings.
<p>2. National Mission:</p> <ul style="list-style-type: none"> a. Developing a high-quality education profession; b. Inspirational leaders working collaboratively to raise standards; c. Strong and inclusive schools committed to excellence, equity and wellbeing; d. Robust assessment, evaluation and accountability arrangements supporting a self-improving system. 	
<p>3. Professional Standards</p> <ul style="list-style-type: none"> a. Effective Pedagogy ... teaching and learning is paramount b. Collaboration ... enabling effective pedagogy to spread c. Innovation ... moving pedagogy forward d. Leadership ... helping effective pedagogy grow e. Professional Learning ... taking effective pedagogy deeper 	
<p>4. New Curriculum:</p> <ul style="list-style-type: none"> a. Ambitious, capable learners, ready to learn throughout their lives b. Enterprising, creative contributors, ready to play a full part in life and work c. Ethical, informed citizens of Wales and the world, ready to be citizens of Wales and the world d. Healthy, confident individuals, ready to lead fulfilling lives as valued members of society 	

SELF EVALUATION OF PROGRESS TOWARDS 2020-2021 PRIORITIES

PRIORITIES	EVALUATION	VERY GOOD PROGRESS																																			
		STRONG PROGRESS																																			
		SATISFACTORY PROGRESS																																			
<ul style="list-style-type: none">To review standards of literacy and numeracy in FP and KS2 and implement recovery programmes to ensure pupils achieve age appropriate standards	<p>The curriculum was modified to help pupils catch up after school closure caused by the pandemic. The Accelerated Learning Grant has been used to increase working hours of 1 TA (extra day/wk) and 1 teacher (0.5 days/week). This has enabled support to be provided to a targeted group of pupils.</p> <p>Results from National Tests indicate that most pupils in KS2 achieved SS 85+ in reading. Pupils performed less well in their maths procedure tests.</p> <table><tr><td></td><td colspan="2">READING</td><td colspan="2">Maths Procedure</td></tr><tr><td>NCY 21-22</td><td>Above SS 85</td><td>Above SS 115</td><td>Above SS 85</td><td>Above SS 115</td></tr><tr><td></td><td>%</td><td>%</td><td>%</td><td>%</td></tr><tr><td>3</td><td>95</td><td>5</td><td>76</td><td>0</td></tr><tr><td>4</td><td>80</td><td>20</td><td>71</td><td>3</td></tr><tr><td>5</td><td>97</td><td>9</td><td>100</td><td>31</td></tr><tr><td>6</td><td>88</td><td>23</td><td>79</td><td>7</td></tr></table>		READING		Maths Procedure		NCY 21-22	Above SS 85	Above SS 115	Above SS 85	Above SS 115		%	%	%	%	3	95	5	76	0	4	80	20	71	3	5	97	9	100	31	6	88	23	79	7	
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<ul style="list-style-type: none">To improve Wellbeing and Attitudes to Learning:Develop positive attitudes to enhance wellbeing by creating a positive learning culture and using Growth Mindset approaches	<ul style="list-style-type: none">Nearly all pupils responded very well to the new arrangements in school.18% parents who responded to the parents' questionnaire(66 responses) indicated that their child(ren) have become more anxious.Most pupils have demonstrated a positive attitude to learning on their return to school but a minority are finding it difficult to concentrate on tasks for an appropriate period of time.Mrs Taylor completed Trauma Informed Practitioner training and will support staff to identify and support pupils suffering from trauma or presenting with mental health needsVisitors have been encouraged to attend school to enhance pupils' experiences (following guidance in RA) eg Newport County working with Y5, Dance tutor delivering lessons to Y4.Wellbeing visits to the beach have been made by all classes to the beach and some also visited Pontypool Park.																																				

<ul style="list-style-type: none"> • To continue to prepare for the introduction of the new curriculum in September 2022 • To further consider the 4 purposes across all Areas of Learning and Experience and utilise the 'What matters' statements to inform and change pedagogy. • To devise a shared vision for learning and teaching • To revise curriculum planning and practice to ensure that teachers plan to deliver lessons which show clear differentiation (focus on MAT) and give pupils opportunities for pupil led learning. • Continue to Improve provision and standards in ICT across the school focusing on use of online platforms including hwb (whole school) and google apps for education (KS2) • To enhance learning experiences by further utilising the outdoors more effectively • To further develop strategies for marking that ensures it has an impact on pupils' learning and considers workload on staff 	<ul style="list-style-type: none"> • DHT continues to participate in the NCfW Leadership series (linked to managing change and leading New Curriculum) and staff regularly receive updates; • A Curriculum Parliament Group was formed in September 2020 to support development of the New Curriculum (composing of 12 Year 6 pupils and 3 members of staff; • The Curriculum Group(CG) has worked with individual classes (through making videos) to present the 4 Purposes at an appropriate level; • CG is displaying examples of pupils work around the school to show rich examples of the 4 Purposes; • CG has conducted pupil surveys to gauge their views of current curriculum; • CG has worked with pupils to discuss what they feel makes the best teacher and learner – this will feed into our shared vision INSET • In all classes pupils have an opportunity to influence the learning opportunities and shape the curriculum at the start of each class topic • Pupils are having more freedom to complete activities in a range of different ways; • The curriculum is moving and shifting from separate subject based lessons to areas of learning – Planning formats are now areas of learning based rather than NC based; • Staff plan for rich real life opportunities wherever possible; • All staff, plus CoG, started to devise a shared vision for the new curriculum (INSET Day 6 May) • Staff continue to develop their ICT skills to support the curriculum eg Purple Mash training on Monday 10 May. 	
<ul style="list-style-type: none"> • Continue with implementation of the ALN Act (Writing IDPs, PCPs etc, sharing with staff, parents and governors). • Continue to teach the new RSE programme in line with Archdiocesan guidelines 	<ul style="list-style-type: none"> • ALNCo has completed the Middle Leader Development Programme for ALN and online attachment training • ALNCo continues to attend monthly ALN forum meetings with LA to ensure the school is up-to-date with new developments • All staff have received training on new ALN Act (INSET Day 6 May), focusing on: <ul style="list-style-type: none"> ○ Overview of the new ALN Act ○ Major changes - IEPs / IDPs / Targets / SA / SA+ ○ Barriers to Learning ○ Provision under the new ALN Act – Universal / Targeted / Specific 	
<ul style="list-style-type: none"> • To ensure COVID -19 Risk Assessment is implemented correctly and kept under review following WG and LA guidance. • To plan for learning, both within the home and at school through a blend of learning approaches • Areas of Learning Teams are in place and working effectively 	<ul style="list-style-type: none"> • Procedures and practices that are in place are very well understood and adhered to by staff and pupils. • All staff have engaged in ICT training to support blended learning • Work on the new curriculum has been affected by the disruption to schools and we are behind our planned schedule. 	

TARGETS FOR ACADEMIC YEAR 2021-2022

There is no requirement to report on performance targets for this academic year. However, individual pupil and class targets will be set to assist with monitoring pupil progress throughout the academic year

FOUNDATION PHASE: Cohort	Boys - 16	Girls - 15	Total - 31
Measure	O5+ Target	O6+ Target	
Language, literacy and Communication	94% (29 pupils)	16% (5 pupils)	
Mathematical Development	90% (28 pupils)	19% (6 pupils)	
Personal and Social Development	100% (31 pupils)	52% (16 pupils)	

KEY STAGE 2: Cohort	Boys - 18	Girls - 11	Total - 29
Measure	Level 4+	Level 5+	
English	76% (22 pupils)	28% (8 pupils)	
Oracy	72% (21 pupils)	34% (10 pupils)	
Reading	76% (22 pupils)	34% (10 pupils)	
Writing	72% (21 pupils)	28% (8 pupils)	
Mathematics	83% (24 pupils)	34% (10 pupils)	
Science	72% (21 pupils)	28% (8 pupils)	
Welsh Second Language	tbc	tbc	

GRANT FINANCE 2021-21		
Funding Source	Purpose	Sum
Education Improvement Grant (EIG)	Support the costs of employing 3 Grade 5 teaching assistants in the Foundation Phase to support teaching and Learning	69,131
Pupil Development Grant (PDG)	TAs to deliver literacy and numeracy intervention programmes to small groups of learners including eFSM pupils.	26,450
Early Years PDG	TA to deliver intervention programmes for small groups of learners including eFSM pupils.	4,600
Recruit, Recover and Raise Standards (ALP)	To increase the working hours of 1 teacher by 0.5 days per week and 1 TA by 1 day per week. Identify and support pupils to recover from extended time away from school.	12,838
Professional Learning for Teachers	All teachers to receive maths training with cluster schools. Provided by 4FourMaths TAs to attend INSET Days	4,306
Professional Learning Lead	Release PL lead staff in preparing for the implementation of CfW 2022	3,000
Well-being Lead	Well-being lead is released to attend network meetings throughout the year to keep up to date with developments Well-being lead is released to work with PL lead and ALNCo to share their expertise and support each other to plan effective training for all staff on curriculum reform and supporting the well-being needs of pupils and staff.	3,000
PDG Growth	TAs to deliver literacy intervention programmes for small groups of learners including eFSM pupils.	1,563

Key Priorities - Summary 2021/2024

INSPECTION AREA	YEAR 2021-22
	Priority
IA1 STANDARDS / LEARNING	<p>To improve standards in English, Maths and RE following the disruption to pupils' learning. Particular focus will be on:</p> <ul style="list-style-type: none"> Identify any gaps in learning (year group and individual pupils) resulting from to Covid issues and prioritise recovery. Improve standards in RE across the school. Improving pupils' ability to carry out mental and written calculations accurately and with confidence; Improving pupils' phonological development, particularly in the FP; To improve pupils' presentation skills, particularly in KS2 Improving the writing process in KS2, with a particular focus on revising and improving writing in UKS2. <p>UNCRC Article 28 – The right to an education</p>
IA2 WELLBEING AND ATTITUDES TO LEARNING	<p>To improve pupils' wellbeing and attitudes to learning by:</p> <ul style="list-style-type: none"> Developing positive attitudes in pupils and enhancing their wellbeing by creating a positive learning culture and using Growth Mindset approaches; To develop pupils' independence and resilience; Training all staff in Trauma Informed Schools to enable them to respond effectively to pupils' mild to moderate mental health needs; Relaunching our extra-curricular offer post Covid. Review break and lunchtime systems in light of Covid to ensure all pupils have space to play <p>UNCRC Article 19 – The right not to be harmed and kept safe UNCRC Article 29 – The right to an education that tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment. UNCRC Article 31 – The right to play and relax by doing things like sports, music and drama</p>
IA3 TEACHING AND LEARNING EXPERIENCES	<p>To improve teaching and learning experiences for all pupils by:</p> <ul style="list-style-type: none"> Designing a curriculum for the school that meets the requirements of CfW 2022 Continuing to improve provision and standards in ICT across the school focusing on use of online platforms including hwb (whole school) and google apps for education (KS2) Enhancing learning experiences by utilising the outdoors more effectively for all learners <p>UNCRC Article 3: Everyone who works with children always does what is best for each child. UNCRC Article 12: You have a right to an opinion and for it to be listened to and taken seriously UNCRC Article 29: See above</p>
IA4 CARE SUPPORT AND GUIDANCE	<p>To support pupils' spiritual, moral and social development by:</p> <ul style="list-style-type: none"> Introducing the principles of the UNCRC throughout our curriculum, policies and practices; Continuing to implement RSE programme across the school in line with Archdiocesan guidelines Continuing to implement the Jesuit Pupil Profile across the school <p>UNCRC Article 3: Everyone who works with children always does what is best for each child. UNCRC Article 12: You have a right to an opinion and for it to be listened to and taken seriously UNCRC Article 29: See above</p>
IA5 LEADERSHIP AND MANAGEMENT	<p>To continue to strengthen and develop leadership capacity at all levels in order to lead to high quality provision and outcomes for all learners. The focus will be on:</p> <ul style="list-style-type: none"> Further strengthening leadership at all levels in order to secure and sustain a self-improving school system that is ready for the new curriculum. Improving professional practices and behaviours of all staff to meet the national priorities through the current professional standards. ALN Transformation – Continue to review school practice and procedures to ensure the school complies with legislation and strengthens provision and support for all learners <p>Keep school 'COVID-safe' by maintaining effective systems for: Delivering high quality education; Keeping the school environment safe;</p> <p>UNCRC Article 28: The right to an education UNCRC Article 3: Everyone who works with children always does what is best for each child.</p>

INSPECTION AREA	Year: 2022/2023	Year: 2023/2024
	Priority	Priority
IA1 STANDARDS	<ul style="list-style-type: none"> To continue to improve standards of literacy and numeracy in FP and KS2 	<ul style="list-style-type: none"> Raise standards of literacy and numeracy in all classes throughout both key phases. Areas to prioritise resulting from 2022/2023 outcome analysis.
IA2 WELLBEING AND ATTITUDES TO LEARNING	<ul style="list-style-type: none"> To embed pupil understanding of the theory of Growth Mindset/Metacognition. Improving the provision for learners and the engagement of all learners through 'pupil voice' – ensuring the effective introduction of the new curriculum 	<ul style="list-style-type: none"> To review and further develop a whole school strategy for well-being. To further develop the role of pupil voice to improve learning experiences for all pupils
IA3 TEACHING AND LEARNING EXPERIENCES	<ul style="list-style-type: none"> To further embed the new curriculum through the development of AoLEs and the 'What Matters Statements' To continue to review and evolve progression and assessment to reflect changes to the curriculum Focus Areas: Humanities, Expressive Arts, Health and Well-being Develop teacher enquiry as a focus of continued refinement and improvement of the curriculum in line with the Professional Standards 	<ul style="list-style-type: none"> To embed the new curriculum making amendments in light of self evaluation findings To continue to review and evolve progression and assessment to reflect changes to the curriculum Embed teacher enquiry as a focus of continued refinement and improvement of the curriculum in line with the Professional Standards
IA4 CARE SUPPORT AND GUIDANCE	<ul style="list-style-type: none"> Continue with the ALN Transformation (Writing IDPs, PCPs etc, sharing with staff, parents and governors). Achieve Bronze Award – Rights Respecting School Ensure the school, through it's distinctive Christian character, meets the needs of all learners 	<ul style="list-style-type: none"> Continue with implementation of the ALN Bill (Writing IDPs, PCPs etc, sharing with staff, parents and governors). Achieve Silver Award – Rights Respecting School
IA5 LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> Continue to develop leaders' capacity to strategically plan for and implement the Curriculum for Wales Further embed the Welsh language development strategy To review self-evaluation processes, utilising the new national resource (NEIR) to ensure they are manageable and provide an accurate picture of school performance. Continue to provide opportunities for AoLE leads to work with cluster schools to design curriculum and share good practice 	<ul style="list-style-type: none"> Review curriculum design and impact of middle leadership roles To continue to review self-evaluation processes, utilising the new national resource (NEIR) to ensure they are manageable and provide an accurate picture of school performance. Ensure that a further group of identified staff engage in professional learning to develop their pedagogical approaches to the new Curriculum.

The school improvement priorities for the current school year 2021-2022

PRIORITY 1: To improve standards in English and Maths									
Key Objectives		<ul style="list-style-type: none">To improve pupils’ ability to carry out mental and written calculations accurately and with confidence (including accurate use of calculators in UKS2)To improve pupils’ phonological development, particularly in the FPTo improve pupils’ presentation skills, particularly in KS2To improve the writing process in KS2, with a particular focus on revising and improving writing in UKS2							
Improvement focus from self-evaluation: SER 1.3...To improve standards and progress in skills									
Present Position Assessment of pupils knowledge of phonics following a long period of disruption to pupils’ education indicates that many pupils have knowledge and skills below their age expected level. Results from National Tests indicate that most pupils in KS2 achieved SS 85+ in reading. Pupils performed less well in their maths procedure tests. Pupils’ presentation skills have regressed over the last year and improving the writing process in KS2 was a priority in the 2019-20 SDP but was not addressed fully due to disruption to school life.									
Priority Lead: LD and NM Governor Link:					Staff involved in priority: All Staff				
Links to National and Regional Priorities	Objective	Action/Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements Who, what, where, when	Progress against actions		
							Autumn	Spring	Summer
1a,1b,1c	Identify any gaps in learning (year groups and individual pupils) resulting from Covid issues and prioritise recovery	Teachers to use July 2021 progress data to inform their planning with interventions in place for pupils who are in danger of falling behind expectations Teachers to liaise with parents/carers of underperforming pupils DHT to highlight underperforming pupils and/or groups of pupils in end of term data analysis for 2021-22. SLT to analyse progress data termly.	By Dec 2021, Most pupils who had made less than expected progress in 2020- 21 are making good progress. By end of of Summer term, At least 90% of pupils have made at least one sub-level progress.	Staff time. Teaching & learning resources	Sept. 2021	Termly Progress Data			
2a, 3a,3b,3c	Improving pupils’ ability to carry out mental and written calculations	All staff receive training in understanding what matters in mathematics including: <ul style="list-style-type: none">unpacking the new curriculum –	All staff feel confident to deliver the new Maths AoLE	INSET Day £1800	5 Nov	Termly progress data Work scrutiny			

	accurately and with confidence	<ul style="list-style-type: none"> Progression in Number within P1, P2 and P3. <p>Individual year specific training for class teachers</p>			Jan – March 2022				
1b,1c,4a	To improve pupils mental maths and problem solving skills	<ul style="list-style-type: none"> Ensure all classes engage in daily dedicated mental maths activities Ensure pupils are regularly engaged in real life contextual problems All Pupils complete weekly speed tests Utilise software to engage pupils to practise their mental maths skills eg. Purple Mash, Education City 	<ul style="list-style-type: none"> All classes engage in daily mental maths activities. All classes have a wide range of rich tasks Nearly all pupils make termly progress in their mental maths tests Raise standards in Maths national tests. 	<p>DMS from EAS</p> <p>Big Maths Speed Sheets</p> <p>Purple Mash / Education City</p>	<p>September 2021</p> <p>Termly</p> <p>July 2022</p>	<p>Learning Walk</p> <p>Observations of pedagogical approaches to mental maths linked to ETLF.</p> <p>Pupils Voice</p> <p>Analysis of speed tests.</p>			
1a,1b,1c	Continue to use intervention programmes ie RWI, Fresh Start, Maths Catch Up to support individual / groups of pupils in KS2	Assessment of individual pupils highlights accelerated progress in reducing the gap between chronological age and reading age.	EC, SW, NT	Sept. 2021 to July 2022	PDG Grant to support TA costs	ALNCo / Class teachers / – Scrutiny of termly progress data			
	To improve Y5/6 pupils' skills in using a calculator to	<ul style="list-style-type: none"> Assess pupils' ability to use a calculator correctly Provide additional support, through guided group sessions, to those pupils who need to develop their basic calculator skills 	<ul style="list-style-type: none"> Most pupils become accustomed to working at speed 	Old reasoning papers	Sept. 2021	<p>Work scrutiny</p> <p>Listening to learners</p>			

1b,1c,4a	make calculations	<ul style="list-style-type: none"> • Provide regular opportunities for pupils to use calculators to check their work • Increase the number and complexity of problems given to pupils • Use old reasoning papers to help pupils become familiar with national test type questions 	<p>to solve problems.</p> <ul style="list-style-type: none"> • Most pupils are confident and accurate when using a calculator • Most pupils in Y5&6 achieve SS85+ in reasoning test 		July 2022	Lesson Obs. Staff Voice			
1a,1c,3a	To improve pupils' phonological understanding, particularly in the FP	<ul style="list-style-type: none"> • Review how phonics is taught in all FP classes. • Revise how RWI is taught effectively • Establish clear procedures for teaching phonics, reading and writing in FP • Baseline pupils standards in reading and spelling • Half-Termly assessment of progress in phonological understanding 	<ul style="list-style-type: none"> • All FP teachers have a clear understanding how phonics is taught. • Nearly all pupils make rapid progress from their starting point 	FP staff meetings	Sept. 2021	Regular session Observations Triad support Half-Termly assessment			
1a	To improve pupils' presentation skills, particularly in KS2	<p>To continue with regular handwriting lessons across the school (Estyn Recommendation)</p> <ul style="list-style-type: none"> • To use letter-join resource to teach pupils how to form upper and lower case letters correctly and with consistent size. 	<ul style="list-style-type: none"> • Most pupils have neat legible handwriting in FP • 85% pupils produce legible, cursive handwriting with increasing fluency by end of KS2 	Letter-join resource £100 – School Budget	On-going	Analysis of handwriting during all work scrutiny sessions			
1a,1c,3a, 3b, 4a	To improve the writing process in KS2, with a particular focus on revising and improving writing in UKS2	<p>Review how pupils revise and improve their written work in KS2</p> <p>Develop writing partners to peer assess each other's work</p> <p>Share best practice across the school</p>	<ul style="list-style-type: none"> • Most pupils in UKS2 can proofread and edit their work effectively • Teachers' have good strategies to support learners 	KS2 Staff meetings	Nov. 2021 On-going	Work scrutiny Listening to Learners			

PRIORITY 2: To improve Wellbeing and Attitudes to Learning.									
Key Objectives				<ul style="list-style-type: none">• Develop positive attitudes in pupils and enhancing their wellbeing by creating a positive learning culture and using Growth Mindset approaches;• To develop pupils' independence and resilience;• All staff are trained in Trauma Informed Schools to enable them to respond effectively to pupils' mild to moderate mental health needs;• Relaunch our extra-curricular offer post Covid.• Review break and lunchtime systems in light of Covid to ensure all pupils have space to play					
Improvement focus from self-evaluation: SER 2.2: Attitudes to Learning									
Present Position <ul style="list-style-type: none">• Nearly all pupils responded very well to the new arrangements in school.• 18% parents who responded to the parents' questionnaire (66 responses) indicated that their child(ren) have become more anxious during the pandemic and the disruption to their education.• Most pupils have demonstrated a positive attitude to learning on their return to school but a minority are finding it difficult to concentrate on tasks for for an appropriate period of time.• Mrs Taylor completed Trauma Informed Practitioner training and will support staff to identify and support pupils suffering from trauma or presenting with mental health needs• Visitors have been encouraged to attend school to enhance pupils' experiences (following guidance in RA) eg Newport County working with Y5, Dance tutor delivering lessons to Y4.									
Priority Lead: DT and PW Governor Link:					Staff involved in priority: All Staff				
Links to National and Regional Priorities	Objective	Action/Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements Who, what, where, when	Progress against actions		
							Autumn	Spring	Summer
5a	Review break and lunchtime systems in light of Covid to ensure all pupils have space to play	<ul style="list-style-type: none">• HT to consult staff and pupils• DHT to modify duty rotas etc accordingly and ensure all classes have space to play.• All done with due consideration of latest Covid guidance and our own risk assessment• SLT to review and evaluate at autumn halfterm to include pupil voice feedback	Pupils establishing and developing social skills. Fewer behaviour issues occurring at break/lunch. Calm, wellstructured break and lunchtimes benefit lessons.		Sept. 2021	Direct observation, analysis of data. incidents at break/lunch and incidents occurring in lessons as a result of issues at break/lunch Feedback from MDS			

2a, 4d	To train all staff in Trauma Informed Schools	<ul style="list-style-type: none"> All staff attend training in Trauma Informed Schools 	All school staff understand the needs of children who have suffered a trauma or have a mental health issue	LA grant	Sept. 2021				
2a,2b, 4d	Develop positive attitudes to enhance wellbeing by creating a positive learning culture and using Growth Mindset approaches	<ul style="list-style-type: none"> Provide staff with research evidence of the positive impact of a growth mindset Head to deliver Growth Mindset training to all staff Following training staff develop growth mindset activities with pupils on a weekly basis Displays/ visual resources are created and utilised to engage and develop pupils Growth Mindset 	<ul style="list-style-type: none"> Head develops a whole school approach to Growth Mindset All staff are aware of Growth and Fixed Mindset Principles. <p>All staff to implement growth mindset pedagogical approach in classes and support groups</p>	<p>Research material</p> <p>Twilight Staff Meeting (PL Grant for TAs to attend)</p> <p>Growth Mindset Displays</p> <p>Cluster project</p>	<p>Nov. 2021</p> <p>Nov 2021</p> <p>Nov. – Dec 2021</p>	<p>Staff Voice.</p> <p>Staff Voice</p> <p>Learning Environment</p>			
		<ul style="list-style-type: none"> Utilise Pupils questionnaire to measure pupils' attitudes to learning Pupils engage in fortnightly Growth Mindset activities Collect evidence of impact of Growth Mindset activities on pupils' resilience – Focus groups in LKS2 and UKS2) 	<ul style="list-style-type: none"> Nearly all pupils to have more positive attitudes to learning. Nearly all pupils have high aspirations for themselves Most pupils demonstrate an increased resilience and openness to challenge themselves Targeted group achieve their EoY English and Maths targets 	<p>Pupil questionnaire</p>	<p>Nov. – Dec 2021</p> <p>June 2022</p>	<p>Listening to learners</p> <p>Assessment Data</p>			

PRIORITY 3: To design a curriculum for the school that meets the requirements of CfW 2022									
Key Objectives:		<ul style="list-style-type: none">• To design a curriculum for the school that is authentic and relevant to the pupils’ lives• To continue to improve provision and standards in ICT across the school focusing on use of online platforms including hwb (whole school) and google apps for education (KS2)• To enhance learning experiences by utilising the outdoors more effectively for all learners							
Improvement focus from self-evaluation: SER 3.1, 3.2, 3.3									
Present position Work on drafting a vision for teaching and learning that reflects the aspirations of CfW began in May 2021. All staff are becoming familiar with the 4 purposes and refer to these when planning learning experiences for the pupils. Pupil voice is considered more effectively by teachers when planning the curriculum and learning experiences.									
Priority Lead: NM Governor Link:					Staff involved in priority:				
Links to National and Regional Priorities	Objective	Action/Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements <i>Who, what, where, when</i>	Progress against actions		
							Autumn	Spring	Summer
2a, 2c 4a,4b, 4c,4d 5c	To agree a whole school vision with all stakeholders that reflects the aspirations set out in the National Mission for all schools to realise the curriculum for Wales	All staff work together to devise a school vision for the curriculum that reflects the aspirations set out in the National Mission for all schools to realise the curriculum for Wales Create a school motto to capture the essence of the school vision All other stakeholders, learners, governors and parents consulted	New vision published and shared with all stakeholders (Jan 2022) School motto is created and agreed by all stakeholders Learner, staff, parental and governor voice taken into account	INSET Day PL Lead release time	May 2021 Dec. 2021 Jan. 2022	New vision published and shared with all stakeholders (Jan 2022) Learner, staff and parental voice			
2a, 2b 4a,4b, 4c,4d	Continue to focus on the 4 core purposes across all Areas of Learning and Experience and utilise the ‘What matters’	<ul style="list-style-type: none">• PL Lead to review the new planning format with staff.• All staff continue to use new format• Separate phase planning sessions focused on ‘what matters statements’	<ul style="list-style-type: none">• All staff using the planning format effectively.• All staff tracking the four Purposes.• All staff to accurately engage	New planning format PL Grant	Sept.2021	Planning Scrutiny Staff Voice			

	statements to inform and change pedagogy.	<ul style="list-style-type: none"> Develop AOLE teams to review current provision in light of the 'what matters' statements 	with the What Matters statements.	Staff meetings / INSET Day	1 meeting per half term				
3c 4a 5b	Continue to improve provision and standards in ICT across the school focusing on use of online platforms including hwb, Purple Mash, Education City and google apps for education (KS2)	<p>All staff receive update training on using Education City and Purple Mash to</p> <p>Utilise staff expertise to support colleagues to plan activities using online platforms, hwb and google apps.</p>	<p>All pupils regularly use the online platforms to complete tasks</p> <p>Expertise & resources developed and shared between staff</p>	<p>Staff meetings</p> <p>Professional learning time (PL Grant)</p>	<p>Sept 2021</p> <p>Fortnightly planning sessions</p>	<p>Staff Voice</p> <p>Lesson Obs</p>			
1a, 1b, 1c 2c 4d	To enhance learning experiences by utilising the outdoors more effectively	<p>Timetable in place for all classes to use the outdoors</p> <p>Staff plan outdoor activities that support literacy / numeracy and creative development</p> <p>All classes plan at least one outdoor session each week</p> <p>FP staff to carry out action research project on the effectiveness of outdoor provision on pupils learning and well-being</p>	<p>Staff have a deeper awareness of how utilising the outdoors that supports CfW</p> <p>All pupils are engaged in outdoor activities</p> <p>Pupils respond positively to working outdoors</p>	<p>Training for staff on using the outdoors</p>	<p>September 2021</p> <p>Weekly</p>	<p>Pupil Voice</p> <p>Scrutiny of planning</p> <p>Learning Walk</p>			
2a, 2b, 2d 5c	Leaders have a clear understanding of how to design and develop an effective curriculum	<p>PLL and HT attend EAS training on :</p> <ul style="list-style-type: none"> curriculum design and development (4 parts) Assessment and Progression (4 parts) 	Staff are supported and guided to develop an effective curriculum for all learners	PW and NM attend training	Oct 21 - March 22	Planning scrutiny			

2a, 2c 3a,3b,3c,3d 5b,5c,5e	To co construct a curriculum that meets the requirements for CfW	PLL work with staff to review current curriculum model/design approaches, to ensure suitability of approaches in light of the requirements of the curriculum for Wales.	A number of different curriculum design models are evaluated (e.g. single subject, cross-curricular) and reviewed as part of MER activity. Models are implemented / evolve based on careful evaluation.	INSET Days 4 / 5 Jan Tas to attend (PL Grant)		Evaluation of curriculum models built from the outcome of learner outcomes and experiences (e.g. learner voice/work scrutiny)			
		Co-construct curriculum design principles are adopted by all staff to ensure that cross-cutting themes (e.g. Diversity, UNCRC) are appropriately considered in curriculum design.	Curriculum design principles developed by all staff. In curriculum planning there is evidence of progressive development of cross-curricular themes in all curriculum areas.			Agreed curriculum design principles Curriculum planning documentation Work scrutiny Learner voice activity			
2a, 2b 3d, 3e 5c,5e,5f	To review and develop a consistent and effective approach to the teaching of Welsh in school and across the cluster	Ensure a whole school approach to the strategic development of the Welsh language – which identifies professional learning needs of all staff including support for language acquisition and teaching and learning support over the next three years. Engage with regional networks and professional learning opportunities as appropriate to meet this requirement.	Have further developed the strategy to support Welsh language skills of pupils and staff	Welsh Strategic Lead Cluster Grant £1500		Professional learning offer Evaluation of professional learning activity.			

PRIORITY 4: Care, Support and Guidance									
Key Objectives:		<ul style="list-style-type: none">To begin to embed the principles of the UNCRC throughout our curriculum, policies and practices;To continue to implement RSE programme in line with Archdiocesan guidelinesTo continue to implement the Jesuit Pupil Profile across the school							
Improvement focus from self-evaluation: SER 4.1: Personal Development (including spiritual, moral, social and cultural development)									
Present position Policy for RSE has been reviewed and adopted by governors. RSE programme, ‘Life to the Full’ has been implemented across school (Y1- Y6) but the programme has been impacted on by school closure. Pupil Profile was implemented successfully pre-pandemic but needs a new focus as we return to ‘normal’.									
Priority Lead: NM / SF/ DT Governor Link: Catholic Life Committee					Staff involved in priority: All Staff				
Links to National and Regional Priorities	Objective	Action/Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements Who, what, where, when	Progress against actions		
							Autumn	Spring	Summer
2c 4c, 4d	To ensure children’s rights are promoted and realised.	<ul style="list-style-type: none">Ensure rights respecting values will be referenced in school policies as they are reviewed.	<ul style="list-style-type: none">School policies reference UNCRC		In line with policy review timetable	Review of School Policies - governors			
		<ul style="list-style-type: none">Integrate appropriate articles with the pupil profile virtues every half term.Set up a Rights Respecting Schools Pupil Committee	<ul style="list-style-type: none">Most pupils can make links between virtues and rights of the child articlesMost children show respect for themselves and each other		Jan 2021 July 2022	Learner and Staff Voice			
		<ul style="list-style-type: none">Pupils conduct a rights tour and add relevant rights to school displays eg article 12 to school council; article 24 to healthy food	<ul style="list-style-type: none">Most pupils become aware of their rights in everyday life	Pupil group		Learning Environment			
4c, 4d	Continue to implement RSE programme in line with Archdiocesan guidelines	<ul style="list-style-type: none">Co-ordinator attends update training on RSEStaff continue to be supported to deliver ‘Life to the Full’ and Fertile Heart programmes across the school.	<p>Policy follows Archdiocesan guidelines and is agreed by governors</p> <p>Nearly all pupils will develop a deeper respect for themselves and each other as children of God (appropriate to their age)</p>	<p>Purchase resources – school budget</p> <p>Staff Meeting</p>	<p>Oct. 2021</p> <p>July 2022</p> <p>July 2022</p>	<p>Feedback from co-ordinator</p> <p>Reports to Catholic Life</p> <p>Parental, Staff and Learner Voice</p>			

2c 4c	To help pupils develop the Christian virtues and values needed to be healthy, happy and well-balanced citizens	Ensure pupil profile virtues are made explicit to the pupils following the archdiocesan timetable.	All staff understand the purpose of the Jesuit Pupil Profile and how to make the virtues explicit to learners. Pupils begin to grow and develop the virtues/values required to be happy, healthy and well-balanced citizens						
2d 4c	To support and encourage pupils to participate and enjoy physical activities	Provide opportunities for pupils to engage in sport and physical activities by involving outside agencies eg. <ul style="list-style-type: none"> • Newport County • Dragon Gateway Rugby • UDOIT Dance 	Pupils engage well and enjoy participating in the physical activities						
	To identify and support pupils suffering with their mental health eg anxiety, loss.	Interventions and/or resources are available to support pupils in need eg Rainbows, TIS resources, emotionally available adults (following TIS training)	Pupils in need of support are identified and supported			Pupil and parent voice Staff voice			

PRIORITY 5: Leadership and Management - Empowering leaders at all levels to become more effective in improving the quality of education

Key Objectives

- Further strengthen leadership at all levels in order to secure and sustain a self-improving school system that is ready for the new curriculum.
- Improve professional practices and behaviours of all staff to meet the national priorities through the new professional standards.
- ALN Transformation – Continue to review school practice and procedures to ensure the school complies with legislation and strengthens provision and support for all learners

Improvement focus from self-evaluation:

SER 5.1, 5.3,

Present position

DHT continues to participate in the NCfW Leadership series (linked to managing change and leading New Curriculum) and staff regularly receive updates

ALNCo has completed the Middle Leader Development Programme for ALN and online attachment training

ALNCo continues to attend monthly ALN forum meetings with LA to ensure the school is up-to-date with new developments All staff have received training on new ALN Act (INSET Day 6 May), focusing on: Overview of the new ALN Act; Major changes - IEPs / IDPs / Targets / SA / SA+; Barriers to Learning and provision under the new ALN Act (Universal / Targeted / Specific)

Self-Evaluation processes at a strategic level have been limited this year due to the pandemic but the school has managed to focus on pupils' well-being and engagement in learning, particularly during school closure.

Priority Lead: PW / HJ / NM

Governor Link:

Staff involved in priority: All Staff

Links to National and Regional Priorities	Objective	Action/Professional Learning	Success Criteria	Resources including use of grant funding	Timescale	Monitoring arrangements <i>Who, what, where, when</i>	Progress against actions		
							Autumn	Spring	Summer
	Keep school 'COVID-safe' by maintaining effective systems for: Delivering high quality education; Keeping the school environment safe;	Risk assessment in place and updated regularly in line with LA and WG updates. Protocols within risk assessment for managing cases of COVID are followed, accordingly with aim of gradual return to normal operation as soon as possible	School runs as normally as possible and pupils making expected progress		On-going	SLT Evidence: Day-today observation, risk assessment			
2a 5d,5e,5f	Further strengthen leadership at all levels in order to secure and sustain a self-improving school system that is	Provide opportunities for staff to engage in team learning and collaboration AoLE leads (Science and tech, LLC and Maths) to work with cluster schools SF to attend Middle Leaders Training and NQT Mentor training SW – attend HLTA Assessor training	All staff feel supported and valued Most staff engage with peer learning with colleagues from other schools	PL grant	Termly	Staff Voice Meeting minutes			

	ready for the new curriculum.	JP and IJ attend Train the Trainer programme Well-being lead (DT) to engage in EAS training	JP and IJ disseminate training to other TAs in school Training completed and Well-being lead is supporting staff to implement whole school well-being framework	Well-being lead grant £1500		Action plan focused on improving well-being of pupils and staff is in place			
3a,3b,3c, 3d,3e	Improve professional practices and behaviours of all staff to meet the national priorities through use of professional standards.	<ul style="list-style-type: none"> Performance Management targets are focused on professional standards. Professional standards are used to assist teaching assistants to reflect on and improve their practice and professional development Middle leaders have time to observe teaching and learning and evaluate against the ETLF NM continue Senior Leaders Development Programme and Coaching and Mentoring Programme 	<ul style="list-style-type: none"> All teachers have an evidence base linked to their professional journey All staff are becoming more familiar with the revised curriculum. Middle leaders evaluate teaching and learning focus to the new professional standards 	Teaching and TA professional standards documents Performance management template sheets/ PL Lead Grant	Oct 2021 – June 2022	Performance management process is completed			
2d 3d	To review self-evaluation processes across the	Headteacher and SLT review school's SE and SDP processes (in line with latest WG guidance) including the school's MER processes, to ensure they are appropriate, robust, rooted in a broad evidence base and lead to meaningful actions to improve learning, teaching and leadership	SE, SDP processes and MER are effective and lead to improvement <ul style="list-style-type: none"> Actions arising from MER activities result in improvements in quality of learning, teaching, standards and leadership 						

5f	school and utilise	Leaders at all levels continue to develop effective use of ETLF to enhance self-evaluation processes and engagement with the professional leadership standards	SE processes are robust, lead to improvement and reflect the professional standards						
3d 5f	AoLE leads liaise with the cluster schools to support planning	AoLE leads in Science and Technology, LLC and Maths and Numeracy liaise with cluster schools to help design a new curriculum.	Good practice is shared between schools.						
4c, 4d 5f	ALN Transformation – Review school practice and procedure to ensure it complies with legislation and strengthens provision and support for all learners	<ul style="list-style-type: none"> • ALNCO attends monthly LA ALNCO meetings, cluster meetings and regional meetings • Ensure school is aware and complies with new procedures for ALN support eg Appendix B, PCP, complex and highly complex needs • All staff are aware of universal/ targeted/ specific/ specialised provision • All staff are familiar with the Barriers to Learning matrix 	<ul style="list-style-type: none"> • New guidance is implemented in school • School accurately assesses pupils with complex and highly complex needs • All staff are kept up to date with new ALN bill 	Release ALNCO to attend meetings (PL Grant) Cluster ALN Transformation Grant	Monthly	Meeting minutes Feedback from ALNCO Feedback from LA			