



# Padre Pio Primary School

## School Development Plan

### 2025 to 2026

*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.*

<b>Contents</b>	<b>Page number</b>
Contextual Information	3
Progress towards Estyn Recommendations	4
Links with National and Regional Priorities	5
Priorities 2026-29	7
Priorities 2025-26	8
Appendix 1: Self Evaluation of 2024-25 Priorities	26

- All action plans run from September 2025 to July 2026.
- The SLT will review this SDP termly and a report will be provided for governors.

**CONTEXTUAL INFORMATION**

<b>2025-2026</b>	<b>REC</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>TOTAL</b>
<b>Cohort</b>	16	19	20	25	28	31	32	171
<b>Male</b>	8	10	12	11	15	19	17	92
<b>Female</b>	8	9	8	14	13	12	15	79
<b>eFSM</b>	3	4	5	7	6	8	6	39
<b>CLA</b>	0	0	0	0	0	0	0	0
<b>EAL</b>	0	3	2	1	0	0	0	6
<b>One Page Profile (OPP)</b>	0	1	5	7	0	2	7	22
<b>One Page Profile + Targets (OPP+T)</b>	0	0	3	4	4	3	4	18
<b>School IDP</b>	0	0	0	0	0	0	0	0
<b>LA IDP</b>	0	0	0	0	0	0	0	0

## Progress towards Estyn Recommendations (Feb. 2025)

Estyn Recommendation	Impact on pupil progress
<b>R1</b> Develop the independent learning skills of older pupils	Principles of Independent learning has been a focus. Staff have reviewed and agreed what independent learning looks like in their classroom when it is good. Independent learning strategies have been trialled in every class and shared with colleagues. Overall, feedback from staff and learners has been positive and staff feel their knowledge and confidence in embedding different strategies across the curriculum and using a wider range of resources is growing. (Evidence derived through clarity in learning-based activities and questionnaires).
<b>R2</b> Ensure that the curriculum develops pupils' Welsh skills progressively	There is now an agreed strategy and action plan to address this recommendation.  Resources to support the development of incidental Welsh have been purchased and distributed to all classes - this is timetabled for daily use in all classes, and all pupils have accessed the resources.  NW (AoLE Lead) has provided INSET to all staff how above resources should be utilised. As a result of PL, all staff are familiar with the resource and know what is expected of them. Impact on pupil progress is yet to be monitored.  An SSE activity undertaken in the summer term involving listening to learners. All pupils shared that they enjoy playing Welsh games, that these are fun and playing games such as Bingo reinforce and consolidate vocabulary. Other games played are Gem y Plismon, Last Man Standing and Zap. As a result of PL, all staff have a common understanding of what Welsh skills will look like when good.
<b>R3</b> Strengthen the role of governors in self-evaluation and improvement planning to ensure that they provide suitable challenge to the school	Progress here is limited, school awaiting the AGM.
<b>Next steps</b>	The SDP priorities for 2025-26 will focus on addressing the 3 Estyn recommendations and will also include an additional priority to ensure the Religious Education Directory (RED) is fully implemented across the school

## LINKS WITH NATIONAL AND REGIONAL PRIORITIES

### 1. National priorities:

- **Objective 1- *Learning For Life*** so that everyone in Wales learns, and continues to learn, developing their knowledge and skills and engaging in experiences that are relevant to their lives today and into the future
- **Objective 2- *Breaking down barriers*** so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online and in work
- **Objective 3- *A positive education experience for everyone***, with learner's and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances
- **Objective 4- *High-quality teaching and leadership***, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged
- **Objective 5- *Community- based learning***, with strong institutions engaging, intergrating, and being empowered by their communities
- **Objective 6- *Cymraeg belongs to us all***, giving every learner equal access to the language and the opportunity to reach their potential

### 2. National Mission:

#### High standards and aspirations for all

"In Wales, education is our national mission. Together, we will achieve high standards and aspirations for all, tackling the impact of poverty on attainment and ambition. All learners, whatever their background, are supported to be healthy, engaged, enterprising and ethical citizens, ready to play a full part in life and work"

### 3. Local priorities / Theme:

#### LA areas for improvement for 25-26

Objective 1: Improve learner outcomes, particular in literacy and numeracy, and reduce the attainment gap for vulnerable and disadvantaged learners

Objective 2: Ensure effective targeted and specialist provision for learners with Additional Learning Needs

Objective 3: Promote learner wellbeing and facilitate community engagement.

Objective 4: Develop learner progression pathways to encourage lifelong learning.

Objective 5: Promote staff wellbeing through effective performance management, professional learning, and use of digital solutions/flooding.

Objective 6: Develop the physical and digital environment for learning.

## **LA areas for improvement for 25-26**

### **Autumn 2025**

#### **LA theme:**

Cluster vision and improvement planning: How effectively do cluster plans identify and evaluate precise elements of teaching and learning to impact on pupil progress?

#### **Focussed PL:**

Independent learning guidance shared with all schools. Encourage visits to Partner Schools for 'live' independent learning.

### **Spring 2026**

#### **LA theme:**

Capturing early impact of a cluster priority on pupil progress, e.g. literacy across the curriculum. (Sampling to be undertaken across all Curriculum Partners – individuals to be identified)

#### **Focussed PL:**

Strengthening self-evaluation and improvement planning processes LA theme:

An evaluation of the quality of teaching: independent learning, to include vulnerable learners

### **Summer 2026**

#### **LA theme:**

An evaluation of the quality of teaching: independent learning, to include vulnerable learners.

## **LA Partnership Working in Torfaen 2025-2026**

### **LA Priorities and Success Criteria**

Objective 1: Improve learner outcomes, particular in literacy and numeracy, and reduce the attainment gap for vulnerable and disadvantaged learners

Objective 2: Ensure effective targeted and specialist provision for learners with Additional Learning Needs

Objective 3: Promote learner wellbeing and facilitate community engagement.

Objective 4: Develop learner progression pathways to encourage lifelong learning.

Objective 5: Promote staff wellbeing through effective performance management, professional learning, and use of digital solutions/flooding.

Objective 6: Develop the physical and digital environment for learning.

### **LA Education Strategy Priorities**

Torfaen LA County Plan:

- We will raise educational attainment, helping young people and adults to gain the qualifications and skills needed to lead positive lives.
- We will encourage and champion children, young people and families so they can thrive.
- We will tackle inequality by focusing on early identification and prevention activities that support people to live independent and fulfilling lives.

## Key Priorities – Summary 2026-2029

Year: 2026/2027	Year: 2027/2028	Year 2028/2029
Priority	Priority	Priority
<ul style="list-style-type: none"> <li>To further raise standards of literacy, RE and numeracy in all classes throughout both key phases. Areas to prioritise resulting from analysis of 2025/2026 pupil outcomes and inspections.</li> <li>Review and refine approaches to progression and assessment to ensure teacher assessments are valid, accurate and reliable</li> <li>Further explore high quality learning opportunities and experiences to support Curriculum for Wales</li> <li>Fully implement the new RE Directory and act upon priorities resulting from monitoring activities</li> </ul>	<ul style="list-style-type: none"> <li>Raise standards of literacy, RE and numeracy in all classes throughout both key phases. Areas to prioritise resulting from analysis of 2026/2027 pupil outcomes and inspections.</li> <li>Evaluate and refine how well the curriculum develops learners' skills, knowledge and understanding</li> <li>Further develop planning to support the progression of skills in each AoLE</li> <li>Review and refine the implementation of the RE Directory</li> <li>Continue to explore high quality learning opportunities and experiences to support Curriculum for Wales</li> </ul>	<ul style="list-style-type: none"> <li>Continue to raise standards of literacy, RE and numeracy in all classes, Areas to prioritise resulting from analysis of 2027/28 pupil outcomes</li> <li>Develop cross-curricular Catholic themes (eg stewardship of creation"</li> <li>Further develop oracy and bilingualism</li> </ul>
<ul style="list-style-type: none"> <li>Evaluate and refine the role of pupil voice in developing confident and resilient learners</li> <li>Evaluate and refine universal and targeted provision to support all learners</li> <li>Develop Inclusive Catholic identity-to celebrate diversity within the faith filled community and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>evaluate and refine universal and targeted provision to support all learners</li> </ul>	<ul style="list-style-type: none"> <li>Pupil well-being champions- empower pupils to lead initiatives on kindness, mental health, and peer support</li> </ul>
<ul style="list-style-type: none"> <li>Continue to review curriculum design and impact of middle leadership roles</li> <li>To continue to review self-evaluation processes, utilising the national resource (NEIR), to ensure they are manageable and provide an accurate picture of school performance.</li> <li>Continue develop the strategic cycle for governor involvement in evaluating school performance</li> <li>Further develop engagement with parents to help them support their children's learning and well-being needs</li> <li>Faith formation for staff- retreats, CPD on Catholic ethos, and mentoring for new staff</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and refine the strategic cycle for governor involvement in evaluating school performance</li> <li>Evaluate and refine self-evaluation processes to ensure they are manageable and provide an accurate picture of school performance and identify areas for development</li> <li>Evaluate and refine how the school engages with the wider community to support learners academic progress and well-being needs</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and refine the strategic cycle for governor involvement in evaluating school performance</li> <li>Evaluate and refine self-evaluation processes to ensure they are manageable and provide an accurate picture of school performance and identify areas for development</li> </ul>

# The school improvement priorities for the current school year

## 2025-2026

PRIORITY 1: Develop the independent learning skills of all pupils (and in particular, the older pupils)									
Key Objectives		For all pupils (particularly Years 4, 5 and 6) to be able to make personal choices based on their learning, set their own learning goals, monitor their progress, and make responsible choices about their learning For all pupils to regularly reflect on their learning, identify strengths and areas for improvement, and use feedback to guide their work For all pupils to build the confidence to take calculated risks, learn from mistakes, and persevere when faced with challenging tasks							
<b>Rationale for improvement focus from self-evaluation processes:</b> Estyn Inspection Finding (February 2025)- "In older classes there is a tendency for teachers to over-direct learning which limits pupils' ability to develop their independence" This is also validated through recent learning walks and listening to learners' activities									
Priority Lead: NM Governor Link: P and I 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 <i>Who, what, where, when</i>	Progress against actions		
							Autumn	Spring	Summer
1a, b LA: 1,3,4,6	To define and agree a shared definition for	Staff meeting – create a shared understanding of what independent learning looks like at each Progression Step	Agreed definition is in place and understood by staff and pupils	Staff Meeting  No cost	October 25	NM  Half Termly  Learning walk			

	Independent Learning	Pupil Curriculum Group- Collaboratively define what they believe Independent Learning is with examples of good practice	Progression for independent learning is evident across the Progression Steps			Book Looks Listening to learners			
1a, b LA 1,3,4,6	To create learning environments that promote independent learning (including resources and IT)	<p>All teachers to audit classrooms for displays, resources, and routines that promote independence</p> <p>Learning Walk – All staff to visit classrooms during a staff meeting as a critical friend to look at learning environments</p> <p>Staff meeting- Focus on possibilities of creating Learning stations and digital tools and learning scaffolds within the learning environments</p> <p>Responsibility and Ownership – Introduce regular opportunities in all classes for learners to take on classroom responsibilities (eg resources, leading group learning)</p> <p>Peer learning and collaboration- create rich opportunities for all learners to learn from one another and build collaborative skills</p>	<p>All classrooms illustrate the expected standards</p> <p>All pupils will access the scaffolds and tools with increased confidence and develop independent skills</p> <p>All pupils have regular opportunities to take on different classroom roles and responsibilities</p> <p>All pupils have regular opportunities to participate in peer learning and collaboration</p>	<p>Staff meeting</p> <p>No cost</p> <p>Supply cost to cover each teacher and Ta to spend time in a different classroom</p>	October 25	<p>NM</p> <p>Termly</p> <p>All staff</p> <p>Learning Walk</p> <p>Listening to learners</p>			

1c 2a, c	To develop pupil support and well-being	<p><b>Growth Mindset</b> – staff within each classroom to use language that promotes resilience and emphasizing the importance of making mistakes and being able to learn from them All classrooms to display images/ work that promotes growth mindset philosophy</p> <p>Ensure there are rich tasks planned that promotes problem-solving and critical thinking, demonstrating that mistakes are part of the learning process</p> <p><b>Learning Strategies</b> – staff to teach pupils strategies for time management, prioritising tasks as appropriate to age and ability. Pupils to use checklists and guides when appropriate to organise learning</p>	<p>All staff will use language that promotes resilience throughout the school day.</p> <p>All pupils will understand and be able to accept that making mistakes is acceptable and are able to use this positively in future learning</p> <p>All pupils have rich opportunities to complete problem-solving and critical thinking-based tasks</p>	<p>Staff meeting</p> <p>Extra staff meeting for Ta's</p> <p>(1 hour X4 staff members)</p>	Spring 26	<p>NM/All staff</p> <p>Spring 26</p>			
2a,c LA: 1,3,4,6	To ensure learning and teaching approaches develop independent learning for all pupils	<p><b>Teach Metacognitive Skills</b></p> <ul style="list-style-type: none"> <li>- Ensure there are regular opportunities for all pupils to reflect on their learning (Using AfL agreed toolkit)- identifying strengths and areas for growth, and set actionable targets</li> <li>- Create rich opportunities for learners to give feedback on their learning experiences.</li> </ul>	<p>All pupils have regular opportunities to reflect on their learning using AFL toolkit</p> <p>All pupils regularly identify their strengths and areas for growth</p>	<p>Staff meeting</p> <p>(Extra staff meeting for 4 TA's X 1 hour)</p>	Spring 26	<p>NM/All staff</p> <p>Spring 26</p>			

			and set actionable targets						
			All pupils regularly give feedback on their learning experiences						
			Pupils are developing rich transferrable skills						

**PRIORITY 2: To ensure that the curriculum develops pupils' Welsh skills progressively**

**Key Objectives**

For most pupils across the school to develop appropriate and progressive Welsh oracy skills  
 For most pupils to use a range of incidental Welsh patterns with growing confidence in and beyond Welsh lessons  
 To ensure Leadership models and champions Welsh language use, setting the standard for the whole school  
 To ensure Leaders provide support and encouragement for all staff to engage with Welsh development  
 To create an environment where all staff feel empowered to use Welsh in everyday practice  
 To ensure silver award objectives are embedded across the school

**Rationale for improvement focus from self-evaluation processes:**

Estyn Inspection Finding (February 2025)- "There has been an insufficient focus on the Welsh language, and most pupils do not develop their skills well enough"

**Priority Lead: NW**

**Governor Link: P and I 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 <i>Who, what, where, when</i>	Progress against actions		
							Autumn	Spring	Summer

<p>Estyn R2 2a,c LA: 1,3,4,6</p>	<p>To ensure sufficient time is dedicated for the explicit teaching of Welsh</p>	<p>Each teacher needs to ensure 15-20 minutes daily is explicitly taught, focusing on developing pupil's oracy skills</p> <p>Each teacher in PS2 and 3 needs to ensure x1 45-minute session per week or as required is timetabled to enable pupils to revisit, practice, consolidate, and embed the language</p>	<p>All staff effectively use the relevant planning with increasing accuracy and fluency</p> <p>Key language is displayed, relevant, and used regularly across the school.</p> <p>Most pupils develop their Welsh oracy skills well from their starting point</p> <p>Most pupils build systematically upon their knowledge of the Welsh language</p> <p>The Welsh action plan is implemented effectively and consistently across the school (see separate Welsh action plan)</p> <p>The non-negotiables agreed in the staff meeting are present in all classes</p>	<p>Staff meeting</p> <p>Non release time for Welsh Lead – 2 days cover</p>	<p>October 25</p>	<p>NW</p> <p>Learning Walk</p> <p>Listening to Learners</p> <p>Timetable scrutiny</p>			
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<p>2b, c 3a,c,d,e</p>	<p>For Leaders to actively model and champion the use of Welsh throughout the school</p>	<p>All staff, including SLT and subject lead to use incidental Welsh in and around the school when greeting and talking to learners, parents and visitors</p> <p>Leaders at all levels to use the Welsh language during whole school events</p> <p>Leadership to provide support and encouragement for all staff to engage with Welsh development through ensuring Welsh development opportunities are available during INSET and regular staff meetings</p>	<p>Leadership models and champions Welsh language use, setting the standard for the whole school</p> <p>Leaders provide support and encouragement for staff to engage with Welsh development</p> <p>Criw Cymraeg Phrase of the week will be present around the school and used by most pupils and staff</p> <p>Leaders consistently fosters a positive and inclusive environment for language use and development</p>	<p>Agenda of regular staff meetings (teachers and TA's)</p> <p>0.5 day supply cover – Welsh lead</p>	<p>September 25</p>	<p>NW/SLT On-going</p>			
<p>2a,b,c 3 LA- 5</p>	<p>To identify staff training needs to enable quality teaching and learning opportunities</p>	<p>Complete the SWAC to identify staff training needs.</p> <p>EAS PL – all staff to attend initial INSET training and any additional PL as identified by staff audit.</p> <p>Regular staff meetings to address staffs needs and to ensure action plan is on track.</p>	<p>Staff are suitably equipped to deliver effective Welsh lessons</p> <p>Staff confidence and competence in teaching Welsh improves</p>	<p>Staff meeting PL (1 hour extra staff meeting for 4 TA's)</p>	<p>November 25</p>	<p>NW/SLT Supported by EAS</p>			

		<p>Guided Reading – All staff to implement the guided reading timetable that was agreed at the September staff meeting NW to carry out a learning walk during Welsh guided reading week</p>	<p>Identified training needs are addressed through targeted professional learning</p> <p>Guided reading sessions are taking place in all classes on identified weeks Staff are confident and skilled to deliver and lead guided reading sessions</p>	<p>Release time</p> <p>0.5 day</p> <p>NW</p>	<p>October 25</p>	<p>NW</p>				
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**PRIORITY 3:** Develop and strengthen leaders at all levels (including strengthen the role of governors in self-evaluation and improvement planning to ensure that they provide suitable challenge to the school

**Key Objectives**

To further develop leaders at all levels to enable them to monitor and evaluate the teaching and learning within their areas of lead and to monitor pupil progress  
 For ALNCo to review the progress of lower ability pupils across the school to ensure provision is appropriate and moves learning on  
 To develop the knowledge and skills of AHT to ensure leadership is strong  
 To clearly define and agree the Governing Body's (GB) monitoring role  
 To ensure the GB has a clear understanding of the School Development Plans priorities and the intended outcomes for pupils  
 To develop a monitoring and evaluating calendar with the GB for for the GB to successfully engage with evidence to evaluate impact  
 For the GB to be able to reflect on findings from monitoring activities

**Rationale for improvement focus from self-evaluation processes:**

Estyn Inspection Findings (Feb 2025)- "Governors have a suitable understanding of the school's priorities and have a sound understanding of keeping pupils safe. However, they have limited involvement in gathering first-hand evidence to evaluate the work of the school, such as the quality of teaching and learning"

**Priority Lead: NW**  
**Governor Link: P and I 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 <i>Who, what, where, when</i>	Progress against actions		
							Autumn	Spring	Summer
1a,b,c 2b,c,d LA- 1,4,6	Define Governor Monitoring Roles	Assign <b>link governors</b> to each SDP priority and other key areas of school life  Clarify expectations for visits, data review, and reporting.	Governors have a clear understanding of their role in school improvement.  Governors feel confident that they have the knowledge, skills	Full GB meeting	Autumn 1	NM/ P and I Committee  September 26			

		<p>Relevant Governor members to attend Governor Self-evaluation training provided by EAS</p> <p>All new Governors to attend mandatory training</p>	<p>and understanding to effectively carry out their role</p> <p>All Governors have attended mandatory training and have clear understanding of their role</p>						
<p>1a,b,c 2a,b,c,d LA- 1,2</p>	<p>To develop a Monitoring Calendar that is shared and agreed by Governing Body</p>	<p>Align governor visits and data reviews with the <b>SDP milestones</b>.</p> <p>Schedule: <b>Termly data reviews</b> (progress and attainment) <b>Learning walks</b> or <b>pupil voice activities</b> <b>Meetings with AoLE leaders or ALNCO</b></p>	<p>Governors are given plenty of notice for monitoring activities</p> <p>Good governor attendance at monitoring activities</p> <p>Identified governors engage successfully in monitoring activities.</p> <p>Identified governors feedback knowledgeably at governors' meetings</p>	<p>Full GB meeting</p> <p>Release time for AoLE Leads</p> <p>1 day per term</p>	<p>Autumn 1</p>	<p>NM/ P and I Committee</p> <p>November 26</p> <p>NM/Catholic Life Committee</p> <p>October 25</p> <p>NM/Resources</p> <p>October 25</p> <p>Dates to be confirmed for Spring and Summer Term</p>			

<p>1a,b,c 2a,b,c,d LA- 1,2</p>	<p>Governors to Record and Reflect on evidence gathered</p>	<p>Use a <b>Governor Monitoring Form</b> to log visits and findings. Identify patterns, successes, and areas needing further support. Share reflections at full governing body meetings</p>	<p>Feedback from monitoring activities is disseminated in a timely manner during full GB meetings</p> <p>Strengths and areas for development are shared with the appropriate GB members</p>	<p>Sub-committee meetings</p>	<p>Summer 26</p>	<p>NM/subcommittee members</p> <p>Full GB</p>			
<p>1a,b,c 2a,b,c,d LA- 1,2</p>	<p>To Evaluate Governor Effectiveness</p>	<p>Conduct an annual <b>self-evaluation</b> of how well governors have:</p> <ul style="list-style-type: none"> <li>• Understood the SDP</li> <li>• Monitored its implementation</li> <li>• Challenged and supported leaders</li> <li>• Contributed to improved outcomes for learners</li> </ul>	<p>The self-evaluation is effectively used to evaluate Governor effectiveness and to identify any support that Governors may need to carry out their roles confidently and efficiently.</p>	<p>Sub-committee meetings</p>	<p>Summer 26</p>	<p>NM/sub-committee members</p> <p>Full GB</p>			

<p>LA theme</p> <p>Aut 1</p> <p>National Priority- 1.4</p>	<p>To develop the role of AHT- ensuring there are the necessary knowledge and skills to lead effectively and</p>	<ul style="list-style-type: none"> <li>• Job specification – NM to work with SIP to work through job specification and expectations</li> <li>• Additional meetings with SIP set up throughout academic year to support and challenge leadership</li> <li>• Regular meetings with experienced mentor for informal support</li> <li>• SDP support- Focusing on strategic priorities and identifying urgent priorities and long-term goals.</li> <li>• Work with SIP to analyse pupil outcomes, attendance, and behaviour to inform decision making</li> <li>• Engage stakeholders in a range of ways</li> <li>• Share vision with staff, pupils, parents and governors</li> <li>• Improve parent engagement through newsletters, curriculum overviews, homework grid and social events</li> <li>• Peer network- attend cluster HT meeting, LA headteacher’s forum and Archdiocese HT meeting</li> </ul>	<p>A range of informal and formal structures are in place to effectively support and challenge AHT AHT is fulfilling the job specification with knowledge, skill and understanding Data is used effectively to inform decision making Most pupils make at least expected progress Relationships with all stakeholders is strong and contributes to raising standards for pupils</p>	<p>NM meetings with SIP</p> <p>Variety of HT meetings throughout the year</p>	<p>Summer 26</p>	<p>SIP/GB</p>			
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<p>LA – Priority 1, 2 National priority- 2</p>	<p>For ALNCo to review the progress of the lower ability pupils across the school.</p>	<ul style="list-style-type: none"> <li>• Termly graduated response table to be completed by class teachers – ALNCO to track pupils and identify causes for concern</li> <li>• Termly Book looks and listening to learners monitoring activities to track progress and use of one-page profiles/with targets for planning</li> <li>• Book looks and listening to learners monitoring activities with link governor for ALN</li> <li>• Attend cluster based termly ALN meeting and LA Forum</li> </ul>	<p>Provision for Lower ability pupils across the school is appropriate and moves learning on Lower ability pupils make progress and access suitable learning opportunities across the curriculum Attendance at cluster and LA forum ALN has latest up to date information on ALN and cascades this to management and staff</p>	<p>P and I sub-committee  0.5 day release each week</p>	<p>Summer 26</p>	<p>NM/GB</p>			
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<p>National Priority- 4 LA area- Spring 26</p>	<p>For AoLE leads to monitor and evaluate progress in lead area</p> <p>To strengthen staffs' ability and confidence to lead AoLE across the school</p>	<ul style="list-style-type: none"> <li>• AoLE leads to draw up an action plan that focuses on monitoring and evaluating the quality of teaching and learning and pupil progress</li> <li>• Work with AHT to help devise MER cycle for monitoring purposes</li> <li>• When appropriate, work with EAS partners to strengthen the role of AoLE lead (Eg humanities, health and well-being)</li> <li>• AoLE leads to work with Link GB to carry out monitoring activities</li> </ul>	<p>Most pupils show at least expected progress in AoLE's being monitored</p> <p>Teaching and learning opportunities are at least good across the school.</p> <p>AoLE lead is effectively and confidently monitoring and evaluating teaching and learning in lead area</p>	<p>P and I sub-committee</p> <p>(termly)</p> <p>Catholic Life Committee</p> <p>(Termly)</p> <p>0.5 release for AoLe leads half termly (More if necessary)</p> <p>EAS Led meetings</p> <p>Cluster AoLE leads meeting</p>	<p>Summer 26</p>	<p>NM/GB</p> <p>SIP</p>			
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**PRIORITY 4: To implement the updated Religious Education Curriculum Directory (RED) fully in all classes**

**Please see separate Action plans for CLM and CW for a more detailed breakdown of actions for this academic year – based on evidence from RE self-evaluation**

**Key Objectives**

- To implement the updated Religious Education Curriculum Directory (RED) fully in all classes
- To ensure Curriculum RE is systematically taught and progressive for all pupils
- To introduce an assessment programme that is in line with RED using Magister SoW
- To ensure the Governing Body Catholic Life sub- committee play an active role in monitoring and evaluating Curriculum RE
- To ensure have opportunities to develop independent learners' skills through Curriculum RE

**Rationale for improvement focus from self-evaluation processes:**

Evidence from CSED proved that assessment procedures are not currently in place using the RED.  
The GB were not part of the monitoring and evaluation process for Curriculum RE last academic year (although they received termly updates on standards and progress)

**Priority Lead: SF**  
**Governor Link: Canon Paul/ Mr S Allen**

**Staff involved in priority: All Staff**

Links to National and Regi	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

onal Priorities									
2a,b, c,d  LA-  1,4,6	To implement the updated Religious Education Curriculum Directory (RED) fully in all classes	<p>Staff meeting- To support staff in the implementation of the new SoW, Magister – ensuring they understand how to use the programme</p> <p>Regular staff meetings to support staff subject knowledge and confidence</p> <p>Monitoring of timetables – ensuring at least 10% of teaching time is dedicated to Curriculum RE</p> <p>Curriculum Lead to attend termly meeting led by Archdiocese</p> <p>HT to attend termly meeting led by Archdiocese</p> <p>Catholic Life Committee- Curriculum Lead and HT to report on RED to Catholic Life sub-committee</p>	<p>The RED will be fully incorporated in all classes</p> <p>Staff will be confident to teach all aspects of Majester SoW</p> <p>All classes will dedicate at least 10% of teaching time to Curriculum RE</p>	<p>Staff meetings (Half termly)</p> <p>1 day release for SF each half term</p> <p>1 day release for NW each half term</p> <p>Archdiocese meetings</p> <p>(3 meetings annually for 2 members of staff- £480 in total)</p> <p>Cluster working party – 3 per year for 2 members of staff (6</p>	By July 2026	<p>NM/SF</p> <p>Catholic Life Committee</p> <p>Half termly – Autumn 25 and Spring 26 Terms</p> <p>Termly – Summer 26</p>			

				supply day cover)					
2a,b, c,d  LA-  1,4,6	To ensure Curriculum RE is systematically taught and progressive for all learners	Staff meeting – monitoring of samples of books and staff planning with the focus on progression and differentiation/challenge (Half termly Autumn and Spring Term)  Learning Walk – Focus will be to ensure SoW is being implemented by all staff as required and activities are challenging and appropriately differentiated (termly)	Most pupils will access quality learning opportunities through RE  RE will be systematically taught and progressive across all classes  There will be appropriate and clear differentiation and challenge for Curriculum RE in all classes	Staff meetings (Half termly)  Release time for Curriculum lead 0.5 day each half term)	By July 26	NM/SF  Catholic Life Committee  Half termly – Autumn 25 and Spring 26 Terms  Termly-Summer 26			
2b, d  LA  1, 4	To introduce an assessment programme that is in line with RED using Magister SoW	Curriculum Lead to devise half termly knowledge organisers to track understanding of each branch (Starting in Autumn 1 with at least 3 Year groups)  Curriculum Lead to work with wider cluster schools to devise an assessment programme for use in all classes	There will be an assessment programme in place by Spring 26 that is used in all classes and supports staff in identifying standards for each pupil and allows for next step learning	3 days release time for Curriculum lead to work with cluster schools  1 staff meeting each term	By July 26	NM/SF  Catholic Life Committee  Half termly – Autumn 25 and Spring and Summer 26 Terms  Termly-Summer 26			

		Curriculum Lead to support staff to introduce and use the new assessment programme  Curriculum lead and SLT to track data for standards	Tracking of pupil progress reflects RED and most pupils are in line with current expectations						
2b,c,d LA- 1,4	To develop a Monitoring Calendar that is shared and agreed by Governing Body	Catholic Life Sub-committee – devise a manageable monitoring timetable for curriculum RE (Termly Focus)	Members of The Catholic Life Sub-committee will take part in monitoring activities termly and will feedback findings to the GB  The Catholic Life Sub-committee will receive and monitor first hand evidence of standards in Curriculum RE	Termly sub-committee meetings	By July 26	NM/SF  Catholic Life Committee  termly – Autumn 25 and Spring /Summer 26 Terms			
2a, c LA- 1,3,4	To ensure pupils have rich opportunities to develop independent Learning skills during Curriculum RE	Book Looks – monitor opportunities for independent learning-based activities and projects  Learning Walk – monitor opportunities for independent learning-based activities and projects	All pupils will have opportunities to develop their independent learning skills in Curriculum RE	Termly staff meetings	By July 26	NM/SF  Catholic Life Committee  termly – Autumn 25 and Spring /Summer 26 Terms			

## APPENDIX 1

### SELF EVALUATION OF 2024-2025 PRIORITIES

	PRIORITIES	EVALUATION	VERY GOOD PROGRESS																																																
			STRONG PROGRESS																																																
			SATISFACTORY PROGRESS																																																
<b>IA1</b> <b>LEARNING AND TEACHING</b>	<p><b>Priority 1</b>            Raise standards of literacy in all classes. Area to prioritise resulting from 2023/2024 outcome analysis:</p> <p>Continue to develop progression in writing across the school, with a particular focus on spelling.</p>	<p>Estyn identified that <i>‘Across the school, staff are good language role models and promote a love of reading. They provide pupils with a range of authentic opportunities to develop their writing skills across a variety of genres. As a result, most pupils make strong progress in their literacy skills</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="3" style="padding: 5px;">NCY 24-25</th> <th colspan="4" style="padding: 5px;">READING</th> </tr> <tr> <th colspan="2" style="padding: 5px;">Above SS 85</th> <th colspan="2" style="padding: 5px;">Above SS 115</th> </tr> <tr> <th colspan="2" style="padding: 5px;">%</th> <th colspan="2" style="padding: 5px;">%</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Year</td> <td style="background-color: #FFD700; padding: 5px;"><b>24</b></td> <td style="background-color: #90EE90; padding: 5px;"><b>25</b></td> <td style="background-color: #FFD700; padding: 5px;"><b>24</b></td> <td style="background-color: #90EE90; padding: 5px;"><b>25</b></td> </tr> <tr> <td style="padding: 5px;">2</td> <td style="background-color: #FFD700; padding: 5px;"></td> <td style="background-color: #90EE90; padding: 5px;">81</td> <td style="background-color: #FFD700; padding: 5px;"></td> <td style="background-color: #90EE90; padding: 5px;">31</td> </tr> <tr> <td style="padding: 5px;">3</td> <td style="background-color: #FFD700; padding: 5px;">89</td> <td style="background-color: #90EE90; padding: 5px;">96</td> <td style="background-color: #FFD700; padding: 5px;">19</td> <td style="background-color: #90EE90; padding: 5px;">50</td> </tr> <tr> <td style="padding: 5px;">4</td> <td style="background-color: #FFD700; padding: 5px;">90</td> <td style="background-color: #90EE90; padding: 5px;">97</td> <td style="background-color: #FFD700; padding: 5px;">23</td> <td style="background-color: #90EE90; padding: 5px;">39</td> </tr> <tr> <td style="padding: 5px;">5</td> <td style="background-color: #FFD700; padding: 5px;">88</td> <td style="background-color: #90EE90; padding: 5px;">94</td> <td style="background-color: #FFD700; padding: 5px;">15</td> <td style="background-color: #90EE90; padding: 5px;">21</td> </tr> <tr> <td style="padding: 5px;">6</td> <td style="background-color: #FFD700; padding: 5px;">74</td> <td style="background-color: #90EE90; padding: 5px;">74</td> <td style="background-color: #FFD700; padding: 5px;">11</td> <td style="background-color: #90EE90; padding: 5px;">15</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="background-color: #90EE90; padding: 5px;">(26%&gt;110)</td> <td></td> </tr> </tbody> </table>	NCY 24-25	READING				Above SS 85		Above SS 115		%		%		Year	<b>24</b>	<b>25</b>	<b>24</b>	<b>25</b>	2		81		31	3	89	96	19	50	4	90	97	23	39	5	88	94	15	21	6	74	74	11	15				(26%>110)		<div style="background-color: #90EE90; width: 100%; height: 100%;"></div>
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		<p>Progress in Reading PA remains strong, particularly in the pupils scoring above 115.</p> <p>Analysis of spelling data indicates that progress is being made. The number of pupils with a SA more than a year below their CA has decreased in most classes.</p> <table border="1" data-bbox="999 408 1852 721"> <thead> <tr> <th colspan="11">Spelling Ages 2024 and 2025</th> </tr> <tr> <th></th> <th colspan="2">Y2</th> <th colspan="2">Y3</th> <th colspan="2">Y4</th> <th colspan="2">Y5</th> <th colspan="2">Y6</th> </tr> <tr> <th></th> <th>24</th> <th>25</th> <th>24</th> <th>25</th> <th>24</th> <th>25</th> <th>24</th> <th>25</th> <th>24</th> <th>25</th> </tr> </thead> <tbody> <tr> <td>No. pupils SA &gt; 1 yr below CA</td> <td>12</td> <td>13</td> <td>10</td> <td>8</td> <td>13</td> <td>7</td> <td>17</td> <td>10</td> <td>13</td> <td>13</td> </tr> <tr> <td>No. pupils SA &gt; 6 mths above CA</td> <td>6</td> <td>8</td> <td>7</td> <td>9</td> <td>7</td> <td>20</td> <td>11</td> <td>19</td> <td>11</td> <td>5</td> </tr> </tbody> </table>	Spelling Ages 2024 and 2025												Y2		Y3		Y4		Y5		Y6			24	25	24	25	24	25	24	25	24	25	No. pupils SA > 1 yr below CA	12	13	10	8	13	7	17	10	13	13	No. pupils SA > 6 mths above CA	6	8	7	9	7	20	11	19	11	5															
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<p><b>IA1</b> <b>LEARNING AND TEACHING</b></p>	<p><b>Priority 2</b> Raise standards of numeracy in all classes. Areas to prioritise resulting from 2023/2024 outcome analysis:</p> <p>Develop pupils conceptual understanding of maths concepts through the use of visual aids and manipulatives</p>	<p>Estyn identified that: ‘Most pupils make good progress in developing their mathematics skills. The youngest pupils have frequent opportunities to count, and they gain a good understanding of place value. By the end of Year 6, most pupils use a range of calculations accurately. Teachers provide valuable opportunities for pupils to develop their numeracy skills across the curriculum.’</p> <table border="1" data-bbox="1104 1034 1744 1375"> <thead> <tr> <th rowspan="3">NCY 24-25</th> <th colspan="4">Maths Procedure</th> <th colspan="4">Maths Reasoning</th> </tr> <tr> <th colspan="2">Above SS 85</th> <th colspan="2">Above SS 115</th> <th colspan="2">Above SS 85</th> <th colspan="2">Above SS 115</th> </tr> <tr> <th>%</th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Year</td> <td>24</td> <td>25</td> <td>24</td> <td>25</td> <td>24</td> <td>25</td> <td>24</td> <td>25</td> </tr> <tr> <td>2</td> <td></td> <td>73</td> <td></td> <td>15</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>73</td> <td>92</td> <td>9</td> <td>15</td> <td>86</td> <td>88</td> <td>4</td> <td>19</td> </tr> <tr> <td>4</td> <td>80</td> <td>84</td> <td>10</td> <td>29</td> <td>87</td> <td>94</td> <td>3</td> <td>26</td> </tr> <tr> <td>5</td> <td>86</td> <td>91</td> <td>17</td> <td>12</td> <td>94</td> <td>100</td> <td>20</td> <td>12</td> </tr> </tbody> </table>	NCY 24-25	Maths Procedure				Maths Reasoning				Above SS 85		Above SS 115		Above SS 85		Above SS 115		%	%	%	%	%	%	%	Year	24	25	24	25	24	25	24	25	2		73		15					3	73	92	9	15	86	88	4	19	4	80	84	10	29	87	94	3	26	5	86	91	17	12	94	100	20	12	
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6	90	81	17	11	85	81	4	11				
<p style="text-align: center;"><b>IA1</b></p> <p style="text-align: center;"><b>LEARNING AND TEACHING</b></p>	<p><b>Priority 3</b></p> <p>To ensure all staff understand the expectations about the quality of teaching and learning across the school. Focus this academic year will be on:</p> <p>Ensuring pupils develop their independence and take increasing responsibility for their own learning</p>	<p>Estyn identified that:</p> <p><b>*Across the school, staff use questioning and feedback effectively to support pupils' understanding of their work. They move learning forward at an appropriate pace and provide most pupils with a good level of challenge.</b></p> <p>However, it should be noted that there is a lack of consistency in the quality of teaching and learning, focused action being required in the older classes to develop pupils' independent learning skills. This finding is in line with the school's own self-evaluation.</p>										
<p style="text-align: center;"><b>IA2</b></p> <p style="text-align: center;"><b>WELLBEING CARE, SUPPORT AND GUIDANCE</b></p>	<p><b>Priority 4</b></p> <p><b>To design a curriculum that supports pupils' spiritual, moral, social and cultural awareness. Focus will be on:</b></p> <p>Ensuring the school continues puts children's rights (UNCRC) at the heart of school policy and practice</p>	<p>Estyn identified that:</p> <p><b>'Leaders and staff prioritise pupils' happiness and well-being at Padre Pio Primary School. Pupils feel safe and are polite and respectful to others, and their behaviour is exemplary. Staff develop positive working relationships with pupils, and most pupils engage enthusiastically with their learning.'</b></p> <p>School continues to focus on ensuring pupils understand their rights and use them responsibly.</p>										

	<p>Beginning to review our diversity offer to pupils by considering if our curriculum is meaningful and authentic for all pupils</p> <p>Reviewing provision for prayer and worship across the school</p>	<p>HT has engaged in training on Diversity and Ant- Racism (DARPL).</p>	
<p><b>IA3</b></p> <p><b>LEADING AND IMPROVING</b></p>	<p><b>Priority 5</b></p> <p><b>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:</b></p> <p>Middle leaders developing their skills to evaluate the impact of their area of responsibility on pupils learning</p> <p>Continuing to enable pupil leadership groups to have an impact on school improvement</p> <p>Developing a deeper understanding of the revised section 50 framework to support RE self-evaluation.</p>	<p>Estyn identified that:</p> <p>‘Leaders demonstrate a thoughtful approach to professional learning. It is informed by the outcomes of self-evaluation activities and is aligned to school improvement priorities well.’</p> <p>‘Staff provide pupils with a range of opportunities to take on leadership roles, and pupils take their responsibilities seriously. Through the varied leadership groups, they have suitable opportunities to consider impacts of school life and support their local community. The impact of the pupil voice groups on whole-school priorities is developing appropriately.’</p> <p>All staff have been encouraged to and are engaging in PL opportunities with a positive impact on school improvement – refer to Impact of PL doc.</p> <p>MER activities are effective. They follow the agreed timetable and clearly linked to monitoring pupil outcomes and staff development.</p> <p>Staff continue to engage effectively with cluster, focusing on agreed priorities eg AfL, Independent learning and LLC</p> <p>All AoLE leads have an action plan for their area of responsibility</p> <p>Maths lead is receiving support from EAS maths partner and ND (SIP) to develop his skills in monitoring and evaluating progress in maths. LD has found this support v. helpful.</p> <p>RE Lead was supported by the EAS RVE lead and ND (SIP) to conduct an MER activity. SF to conduct a book look across the school.</p>	

