KEYS TO THE FUTURE

ST PETER'S RC
PRIMARY SCHOOL





School Development Plan

Summary

2023-2026

SDP Priorities 2023-2026 – overview

Priority 1	To improve standards and progress in Languages, Literacy and Communication: 1.1 improving pupils' Welsh oracy and reading knowledge, skills and experiences. 1.2 creating a stronger Welsh ethos across the school. 1.3 introducing the teaching of French in junior classes.
Priority 2	To improve pupils' progression in mathematics by ensuring learning and teaching is supported by a range of effective pedagogies and providing effective intervention for pupils not working at the expected standard.
Priority 3	To improve Foundation pupils' learning progression through improvements in continuous and enhanced provision, including outdoor learning.
Priority 4	To successfully implement the new Religious Education (RED) and Prayer and Liturgy Directories.
Priority 5	To further develop planning, provision and assessment for knowledge, skills and experiences within the six CfW Areas and Cross-curricular skills (CCS) to support progression for all pupils.
Priority 6	To ensure that all staff members have access to quality professional learning to enable them to deliver high standards and aspirations for all.

School Development Planning

This School Development Plan (SDP) has been formulated in accordance with the Welsh Government's (WG) Framework for Evaluation, Improvement and Accountability. The Framework has three main aspects: information and evidence, evaluation and improvement, and accountability.

The SDP improvement priorities, which will be published on the school's website, stem from honest, robust and evidence-based self-evaluation. A broad range of high quality, relevant and timely information and evidence was analysed, including quantitative and qualitative data provided by the Senior Leadership Team (SLT), teachers, teaching assistants, pupils, parents and carers, and the governing body. There was a focus on learner progress in both the self-evaluation and improvement planning processes.

It is expected that the published priorities will remain in place for the full period of the SDP, from 2023 to 2026, to ensure that they are fully met and embedded within school practice. In each year, focussed actions, targets and strategies will be added to the SDP for each priority. The priorities will be reviewed thoroughly annually and, if required, they will be refreshed.

The SDP has been informed by the National Priorities of:

- improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience
- reducing the impact of poverty on learners' progression and attainment.

For each priority, success criteria, the lead staff member(s), and link governor(s) are identified. Together, the priorities and success criteria form the school's SDP targets. There are also links to the Estyn Inspection Framework/Catholic Schools Inspectorate and Curriculum for Wales (CfW) Four Purpose characteristics that are expected to be developed in pupils. Under each priority, planned focussed actions outline timescales, identify necessary resources, including funding where applicable, and they set out how progress will be monitored. The actions also specify where the school will benefit from external support to implement improvements, along with who will provide the support.

Professional learning for all staff members will be guided by the SDP, which also provides context for performance management processes. The focussed actions include details of how finance provided by the Professional Learning Grant and other national, regional and local grants will support professional learning activities. Grant spending plans are also included in the SDP.

At St Peter's, accountability lies primarily with and is exercised by the school's governing body which, as a Catholic school, acts on behalf of the Archbishop. Governors will monitor SDP progress at half-termly meetings and through first hand experiences such as link visits. The Welsh education middle-tier improvement infrastructure, including the Cardiff local authority (LA), Central South Consortium (CSC) and Estyn, also provide important external accountability. Whilst this SDP focuses on areas for future improvement, the strengths identified by self-evaluation processes have been shared with the CSC through the Improvement Partner and the school will continue to share these strengths through school-to-school collaborations.

Progress in each of these areas will be reviewed termly and staff members responsible for the development of a priority will complete a formal review at the end of each academic year. SDP reviews are not a one-off event, however, and qualitative and quantitate data will be regularly shared with and analysed by the SLT, teachers and teaching assistants, governors and the School Improvement Partner (SIP). In addition to the school's SDP recording processes, the SIP maintains a progress log – The School Improvement Partnership Log (SIPL).

SDP Priorities & Success Criteria 2023-2026

Six priorities have been selected for the SDP 2023-2026. These were carefully planned following a review of the SDP 2023-2026 (a summary of the SDP 2020-2023 priorities are provided at the end of this document) and are based on the outcomes from wider school self-evaluation.

It is expected that these priorities and their success criteria will remain in place throughout the period of this SDP. Each of the planned actions include expected outcomes and these will be updated in each of the three years, forming the one-year improvement plans. These actions and outcomes will be reviewed regularly, and this will inform the work of the GB Catholic Mission, Curriculum and Standards Committee, Link Governor visits, and the headteacher's termly report to the Governing Body.

Priority 1	To improve standards and progress in Languages, Literacy and Communication: 1.1 improving pupils' Welsh oracy and reading knowledge, skills and experiences. 1.2 creating a stronger Welsh ethos across the school. 1.3 introducing the teaching of French in junior classes.		
Success Criteria	• Most pupils in each year group know and are able to use in conversations the sentence patterns from the CSC Welsh Continua. • By the end of Year 3, many pupils are able to read the Welsh alphabet and read key words in context. • The majority of pupils from Year 4 to Year 6 are able to segment and blend Welsh phonemes to read books at an age-appropriate level for Welsh learners. • Most pupils in Junior classes participate enthusiastically in regular French lessons.		
Lead Staff Member(s)	Frances McLister and Tom Green	**Link Governor**	Emma McCullum

Priority 2	To improve pupils' progression in mathematics by ensuring learning and teaching is supported by a range of effective pedagogies and providing effective intervention for pupils not working at the expected standard.		
Success Criteria	• Many pupils achieving a maths age in-line with their chronological age in Complete Mathematics assessments. • Improved pupil progression in mathematics from 2023 to 2026. • Many pupils improve their standardised score in the Welsh National Numeracy Reasoning Tests each year from 2024 to 2026.		
Lead Staff Member(s)	Jack Pattison and Elliot Heade	**Link Governor**	Julia Houlston Clark

Priority 3	To improve Foundation pupils' learning progression through improvements in Foundation Learning provision, including outdoor learning.		
Success Criteria	• Effective planning is in place in each Foundation Learning year group for free play and guided play across all areas of learning and experience. • Progression across all curriculum Areas is improved through effective free play and guided play		
Lead Staff Member(s)	Ceri Lia	**Link Governor**	Marga Munar Buaza

Priority 4	To successfully implement the new Religious Education (RED) and Prayer and Liturgy Directories.		
Success Criteria	• The successful implementation of the new Religious Education Directory (RED), results in improvements in outcomes, provision and leadership in RE. • The implementation of the Prayer and Liturgy Directory (PLD) leads to improvements in outcomes, provision and leadership for collective worship.		
Lead Staff Member(s)	Gareth Rein and Zina Clark	**Link Governor**	Paul McManus and Julia Houlston Clark

Priority 5	To further develop planning, provision and assessment for knowledge, skills and experiences within the six CfW Areas and Cross-curricular skills (CCS) to support progression for all pupils.		
Success Criteria	• Planning and provision in all six Areas and the CCR are highly effective. • Effective assessment processes are in place for all CfW Areas. • Most pupils achieve the expected outcomes in the CfW Areas.		
Lead Staff Member(s)	Gareth Rein and AoLE Leaders	**Link Governor**	EA: Mary Samothrakis H: Jo Gerrard H&WB: Lynne Cleary LLC: Louise Bassett MN: Julia Houlston Clark Sci-Tech: Luigi DeLuca

Priority 6	To ensure that all staff members have access to quality professional learning to enable them to deliver high standards and aspirations for all.		
Success Criteria	• Professional learning and Performance Management processes support teachers, leaders and teaching assistants to make progress with the WG Professional Standards. • Professional learning for all staff members leads to improved practice in their role.		
Lead Staff Member(s)	Ceri Lia, Jack Pattison and Gareth Rein	**Link Governor**	Jo Gerrard

SDP 2020-2023 Priorities

There were seven priorities in the SDP 2020-2023. The summative review of the SDP 2020-2023, along with other data gathered, informed the setting of priorities for the SDP 2023-2026.

Priority 1	To build a school curriculum that: ● has the development of the Four Purposes in pupils at its centre ● is broad and balanced and is based on the six Areas of Learning and Experience ● is distinctively Catholic ● is knowledge-rich and develops skills systematically ● provides pupils with an extensive vocabulary ● develops pupils' literacy and numeracy skills and digital competence ● informs pupils about the world and their place in it.
Priority 2	To improve pupils' ability to use number effectively and their ability to apply mathematical concepts.
Priority 3	To improve pupils' ability to read and communicate effectively in English and Welsh.
Priority 4	To improve the provision for pupils' well-being and personal development in the areas of: ● mental and physical health ● pupil voice.
Priority 5	To embed the Digital Competence Framework throughout the school and improve pupils' ICT skills.
Priority 6	To ensure that all teaching is of a consistently high standard and to develop the leadership capacity of teachers.
Priority 7	To create a school learning environment that supports and enhances learning.