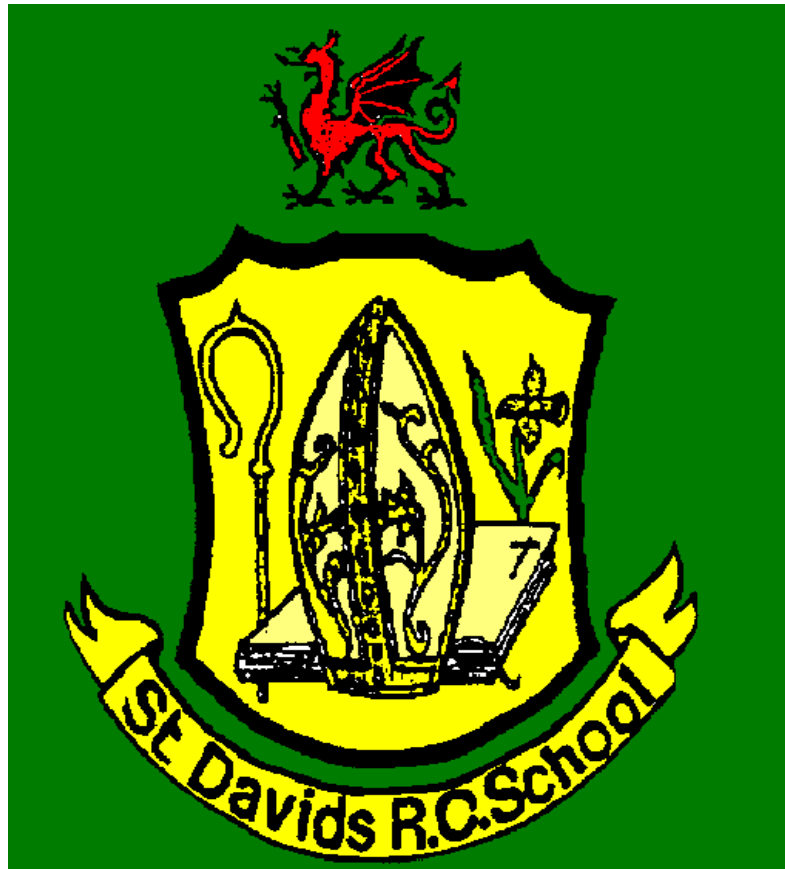


School Development Plan

2024-2025



Annual School Development Plan Overview 2024-2025

IA1: Teaching & Learning	IA2: Care, Support and Wellbeing	IA3: Leading & Improving
<p>How effectively does the school's curriculum, teaching and assessment support all pupils, including those pupils with LAN and pupils who are adversely affected by poverty and disadvantage to:</p> <ul style="list-style-type: none"> ● Learn and make progress ● Develop their knowledge, skills & understanding ● Develop positive attitudes to learning ● Develop their welsh language skills 	<p>How effectively is the care, support and guidance the school provides in ensuring that all pupils, including those pupils with LAN and pupils who are adversely affected by poverty and disadvantage:</p> <ul style="list-style-type: none"> ● Are safe and secure ● Attend school regularly ● Are respected and fairly treated ● Develop leadership skills and take on responsibility ● Receive the guidance and support they require for the next steps in their development 	<p>How effectively do leaders:</p> <ul style="list-style-type: none"> ● Ensure that all pupils, including those with ALN and pupils adversely affected by poverty and disadvantage, learn and make progress ● Develop a culture, inclusive ethos and strategic direction that supports the progress and well-being of all pupils ● Identify and address areas for improvement ● Address national priorities, including the development of the Welsh language ● Ensure the professional learning supports school improvement and equips all staff to fulfil their roles ● Manage the school's resources
<p>High level priorities:</p> <ol style="list-style-type: none"> 1) Further explore maths pedagogical approaches in PS1 & PS2 and problem solving in PS3 to support independent learning and challenge for all 2) To embed a rigorous approach to the teaching of reading to develop learners' confidence and enjoyment in reading fluency and comprehension 3) Further develop Catholic social teaching to support implement of new Religious Education Directory scheme 4) Continue to explore metacognition to improve resilience, independence and attitudes to learning 5) Successfully achieve Welsh Cymraeg Campus silver award 	<p>High Level priorities:</p> <ol style="list-style-type: none"> 1) Empower and support staff to ensure an anti-racism culture through DARPL and Show Racism the Red card professional learning opportunities with focus on decolonising the curriculum 2) Ensure consistent approach to effectively challenge racist incidents in line with relationships/behaviour policy 3) Further explore pupil leadership roles in Senydd through UN Global goals and enterprise opportunities 4) Using National Test data and school tracking procedures analyse progress of vulnerable groups, including ALN, CLA, EAL, efsm and other pupils such as those living in poverty to reduce the barriers to learning 	<p>High Level priorities:</p> <ol style="list-style-type: none"> 1) Further develop role of middle leaders and leadership at all levels across the school 2) Continue to explore triad PL opportunities sharing expertise through coaching & mentoring approach to support high quality teaching and learning 3) Implement Teaching & Learning Strategy to demonstrate methods to support learning at St David's
<p>Maintenance of effective provision :</p> <ul style="list-style-type: none"> ● Ensure strong assessment processes offer challenge and support through effective feedback ● Continue to improve extended writing across AoLEs with focus on handwriting and spelling ● Continue to use Philosophy for children (P4C) cluster based approach to support Catholic Virtues and 	<p>Maintenance of effective provision:</p> <ul style="list-style-type: none"> ● Embedding of WSA wellbeing and mental health framework to ensure support is conducive to a positive learning environment for all ● Ensure the ALN reform agenda is fully met and all pupils with ALN have high quality universal and targeted provision with close tracking of progress 	<p>Maintenance of effective provision:</p> <ul style="list-style-type: none"> ● Ongoing self-evaluation processes support continuous improvement and high standards of teaching and learning for all ● Ongoing professional learning for all staff ● Ongoing community engagement, e.g. Parish Links, SVP, Dementia Friendly schools link, Cluster working ● links with ITE – USW, UWE

<p>Implementation of the RED curriculum across all classes</p> <ul style="list-style-type: none"> • Continue to raise standards of reading in Y6 inline with Cluster project • Ongoing work to further embed LLC writing chains and Read, Write, Inc strategies and continue to raise standards in reading and phonics across the school • Continue to embed DCF to ensure delivery of skills is consistent • Further development of outdoor learning to support independence and application of skills remains a focus • High quality teaching & Learning to remain a priority through refining of pedagogical principles in line with Curriculum for Wales • Opportunities for ongoing professional development and peer to peer working remain a priority 	<p>(working with a range of external agencies as required)</p> <ul style="list-style-type: none"> • Continue to embed Relationships policy to ensure systems of behaviour management are consistent and pupil behaviour is good • Explore further opportunities to provide challenge curriculum for MAT children to ensure pupils achieve their full potential • Further engagement with parents to support and embed RSE curriculum in line with Archdiocesan expectations • Attendance differential of FSM and non FSM pupils is currently 1.4%, continue to close the gap to achieve whole school attendance target of 94.04% (93% for fsm) 	<ul style="list-style-type: none"> • Ongoing financial control and leadership • Ongoing health and safety audits and actions • Continue engagement in PL Cluster work as well as EAS/ WG PL offer
--	--	--

School Development Plan Priorities (Year 2) 2025/2026		
IA1: Teaching & Learning	IA2: Care, Support and Wellbeing	IA3: Leading & Improving
<p>How effectively does the school's curriculum, teaching and assessment support all pupils, including those pupils with LAN and pupils who are adversely affected by poverty and disadvantage to:</p> <ul style="list-style-type: none"> • Learn and make progress • Develop their knowledge, skills & understanding • Develop positive attitudes to learning • Develop their welsh language skills 	<p>How effectively is the care, support and guidance the school provides in ensuring that all pupils, including those pupils with LAN and pupils who are adversely affected by poverty and disadvantage:</p> <ul style="list-style-type: none"> • Are safe and secure • Attend school regularly • Are respected and fairly treated • Develop leadership skills and take on responsibility • Receive the guidance and support they require for the next steps in their development 	<p>How effectively do leaders:</p> <ul style="list-style-type: none"> • Ensure that all pupils, including those with ALN and pupils adversely affected by poverty and disadvantage, learn and make progress • Develop a culture, inclusive ethos and strategic direction that supports the progress and well-being of all pupils • Identify and address areas for improvement • Address national priorities, including the development of the Welsh language • Ensure the professional learning supports school improvement and equips all staff to fulfil their roles • Manage the school's resources
<p>Continue to close the gap between fsm, EAL, CLA, ALN and pupils living in poverty to ensure pupil performance is in line with expected outcomes</p> <p>Continue to deliver high quality provision to further improve standards in literacy, numeracy and DCF</p> <p>Further explore STEM activities to ensure progress and development is aligned to Curriculum for Wales expectations</p>	<p>Further embed UNRCC through pupil voice/leadership roles</p> <p>Embed peer to peer approaches to support teachers and pupils to implement a culture of support and challenge</p> <p>Further develop Walkthrus to enhance opportunities to reflect and explore key teaching techniques</p>	<p>Leaders will support staff to actively engage in professional learning to further develop self-evaluation approaches</p> <p>Leaders will continue to implement robust assessment processes to raise standards and support school improvement</p>

School Development Plan Priorities (Year 3) 2026/2027

IA1: Teaching & Learning	IA2: Care, Support and Wellbeing	IA3: Leading & Improving
<p>How effectively does the school's curriculum, teaching and assessment support all pupils, including those pupils with LAN and pupils who are adversely affected by poverty and disadvantage to:</p> <ul style="list-style-type: none"> • Learn and make progress • Develop their knowledge, skills & understanding • Develop positive attitudes to learning • Develop their welsh language skills 	<p>How effectively is the care, support and guidance the school provides in ensuring that all pupils, including those pupils with ALN and pupils who are adversely affected by poverty and disadvantage:</p> <ul style="list-style-type: none"> • Are safe and secure • Attend school regularly • Are respected and fairly treated • Develop leadership skills and take on responsibility • Receive the guidance and support they require for the next steps in their development 	<p>How effectively do leaders:</p> <ul style="list-style-type: none"> • Ensure that all pupils, including those with ALN and pupils adversely affected by poverty and disadvantage, learn and make progress • Develop a culture, inclusive ethos and strategic direction that supports the progress and well-being of all pupils • Identify and address areas for improvement • Address national priorities, including the development of the Welsh language • Ensure the professional learning supports school improvement and equips all staff to fulfil their roles • Manage the school's resources
<p>Refine and use pedagogical principles to support all pupils to make progress from baseline starting point</p> <p>Continue to provide opportunities for all pupils to be independent learners thriving in their learning environment</p> <p>High quality teaching and learning will support pupils to apply their knowledge, skills and understanding to problem solving activities, developing resilient learners</p>	<p>Attendance target will remain aspirational, above local and national targets</p> <p>Systems and processes to manage behaviour ensuring the learning environment promotes respect, positive relationships and empathy for all</p> <p>Pupil leadership groups will be proactive and lead areas of school improvement successfully</p> <p>WSA will continue to support mental health and wellbeing for all stakeholders in a positive school community</p>	<p>Leaders will provide professional learning opportunities for staff to engage in self-evaluation activities</p> <p>Leaders will continue to ensure school is self-improving through strong assessment and self-improving processes which provides high standards of teaching and learning for all</p>