

St Therese's Primary School

Ysgol Catholig San Therese

School Improvement Plan (SIP) 2021



2021-2023



Croeso i Ysgol Catholig San Therese.

Welcome to St. Therese's Primary School.

At St. Therese's Primary School, we endeavour to involve all stakeholders to work closely in partnership with us in the production of our School Improvement Plan and achievement of our targets.

We strive to improve through employing rigorous self-assessment. As a result of detailed analysis of school data and ongoing continuous self-evaluation we have 3 priorities this year. Our pupils have a 'child friendly' version so that all of our stakeholders understand our shared goals.

We work hard to share these priorities in a variety of ways. It is vital that everyone in our school community can understand them and implement them. This way, we strengthen our cohesion as a learning community. We share our vision through newsletters, assemblies, displays around our school, social media, noticeboards, parental meetings and Governing Body meetings etc.

In order to ensure the priorities set out in our SIP are met, our 'Performance Management' targets will be directly linked during the academic year 2020/2021.

The 3 SIP targets are as follows:

Target 1 - To ensure pupils with ALN make effective progress (ALN reform)

Target 2- To develop pupils' higher order thinking skills

Target 3 – To improve pupils' Welsh Oracy skills (initiating conversation/ incidental Welsh)

Priority 1:

T1: To ensure pupils with ALN make effective progress (ALN reform)

“Our teachers help us to progress successfully with our wellbeing and learning, relative to our starting point and stage of learning.

Priority 2:

T2: To develop pupils’ higher order thinking skills

“Our teachers help us to question and understand the world around us.”

Priority 3:

T3: To improve pupils’ Welsh oracy skills (initiating conversation/ incidental Welsh)

“Our teachers help us speak to each other confidently in Welsh.”

School Vision

Be Joyful, Learn and Keep the Faith

At the heart of our vision at St Therese's lies the child. All children are different and special, and should be treated as such. Our primary purpose is to enhance the quality of children's learning through the effective and efficient delivery of the curriculum. We endeavour to foster a nurturing, mutually supportive and resilient school community who enthusiastically pursue learning and Christian values.

We will support our learners to become:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
- Still and reflective in an ever moving and ever-changing world
- Able to identify and manage their own emotional well-being and maintain positive relationships with each other.

School Development Plan

Sept. 2021 - July 2022

Priority 1	To ensure pupils with ALN make effective progress (ALN reform)	
Why is this a priority?		Success Criteria – What will success look like?
<p>In line with the school's vision for Curriculum for Wales, we need to ensure that our curriculum is accessible to all, provision is highly inclusive and enables all our learners to progress successfully with their wellbeing and learning, relative to their starting point and stage of learning. We need to embed the principles and practices of ALN reform and the new ALN Code of Practice.</p> <p>Reform firmly places ALN responsibility in each classroom with good teaching and learning for all pupils. As such, this School Development Plan target should be viewed in conjunction with the school's other targets focused on evolving teaching and developing inclusive provision in order to realise the four purposes.</p> <p>For many of the ALN learners the pandemic has further negatively impacted their wellbeing, readiness for learning and progress. We need to ensure we continue to strengthen the progress pupils with ALN achieve and to support their development of the four purposes.</p>		<p>Pupil-centred Success Criteria</p> <p>Many ALN learners will achieve effective progress in the development of their literacy/numeracy skills, relative to their starting point (evidence to be gathered from work scrutiny/pupil progress meetings)</p> <p>Many ALN learners will achieve effective progress in the improvement of their well-being, relative to their starting point</p> <p>Many ALN learners will achieve effective progress against their person-centred outcomes and IDP targets.</p> <p>Many ALN learners will achieve effective progress in their reading age assessment</p> <p>Many pupils accessing appropriate interventions will achieve strong progress in the development of their social and emotional skills, relative to their starting point. (evidence to be gathered from Boxall Profile targets and pupil progress meetings)</p> <p>Provision focused Success Criteria</p> <p>Many teachers will provide learners with inclusive classroom provision, including:</p> <p>A. Materials and methods of delivery suitably adapted/differentiated to make the curriculum accessible to all learners</p>

	<p>B. Tasks set match the needs of learners with ALN and as a result pupils make effective progress</p> <p>C. Many teachers will have embedded effective Person-Centred Planning and outcome focused learning into their practice.</p>
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Year 2 and Year 3 High Level Targets	
Year 2	<p>'Most' pupils will achieve the success criteria as stipulated in success criteria for 'Year 1'.</p> <p>Senior leaders/ALNCo to ensure all pupils in Reception, Year 2, Year 4, Year 6, Year 8, Year 9 and Year 11 to be moved to the new ALN system during 2021/22.</p>
Year 3	ALN reform to be fully embedded with nearly all ALN pupils making highly effective progress.

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p>Vision</p> <p>Whole staff meetings/INSET day to discuss this SDP target; why is it a priority? Develop a shared understanding and vision for Curriculum for Wales, the four purposes and how ALN reform and inclusive education is central to that vision.</p> <p>Reflect – does our vision for CfW capture our inclusive learning provision?</p>	CW/FS	22/10/21	22/10/21	

<p>Key Questions:</p> <p><i>Do we have a shared understanding of the four purposes and how it links to our shared understanding of ALN reform and inclusive learning provision?</i></p> <p><i>Do we have a shared understanding of formative assessment and planning for pupil progress in order to identify pupils' needs?</i></p>				
<p>Awareness Raising</p> <p>Ensure all stakeholders are aware of the ALN transformation plans and the new code.</p> <p>Tasks to consider: mandatory training, sessions delivered by LA staff; online learning modules for school staff; newsletters, online resources, information on school website etc.</p>	FS/CW	22/10/21	17/12/21	
<p>Management Systems/Processes</p> <p>Ensure ALNCo is a member of the SMT and/or ensure they have a clear line of communication to the SMT.</p> <p>Ensure the ALNCo has regular allocated non-contact time for carrying out their duties.</p> <p>Ensure strong links are in place with the pre-school settings/primary/secondary with strong communication channels established and the sharing of key information/documentation on individual pupils to aid transition, embedded within practice.</p>	CW	02/09/21	Ongoing	

<p>Senior leaders/ALNCo to undertake a review of ALN provision including the deployment of TA's.</p> <p>Senior leaders/ALNCo to ensure all pupils who are newly identified with ALN and those already identified as ALN in nursery, Year 1, Year 3, Year 5, dual registered and attending a pupil referral unit to be moved to the new ALN system during 2021/22.</p>	FS	02/09/21	Ongoing	
	FS/CW	02/09/21	Ongoing	
	FS	02/09/21	17/12/21	
Professional Learning / Evolving Teaching				
Headteacher and ALNCo to attend all LA ALN training and network events to develop their understanding of the key messages and guidance. (Key information to be cascaded to all staff after each session)	CW/FS	02/09/21	Ongoing	
All leaders and staff to receive Person-Centred Practices (PCP), Outcomes and IDP training from the inclusion service.	CW/FS	02/09/21	Ongoing	
Teachers and TA's to receive professional learning in effective strategies for developing inclusive classrooms and for ensuring ALN pupils achieve effective progress. (see Inclusion Service Training Menu)	CW/FS	02/09/21	Ongoing	
Senior leaders to provide opportunities for staff to collaborate and share effective practice to support the development of inclusive classrooms. (see link to monitoring)	CW/FS	22/10/21	Ongoing	

Implement internal professional learning opportunities to support all staff to accurately assess pupil need in line with their progression and to support staff to accurately identify 'next steps' in pupils' learning.	CW/FS	22/10/21	Ongoing	
Curriculum Development Continue to review, evolve and design our school's curriculum to ensure it is accessible to all, provision is inclusive and enables learners to develop the four purposes. All pupils with ALN to have a one-page profile to inform inclusive classroom practice. All teachers to plan effective learning opportunities that ensure pupils build on their knowledge, skills and experiences, whatever their stage of development and to plan successfully for pupils' 'next steps'.	All staff FS/All staff All staff	02/09/21 22/10/21 22/10/21	July 2022 July 2022 July 202	
Performance Management	CW/FS	November 2021	July 2022	

Teachers and TA's to be provided with performance management target linked to implementation of ALN transformation/ensuring ALN pupils achieve effective progress.				
Monitoring Learning walks, work scrutiny, pupil progress meetings, person-centred review meetings and listening to learners' activities to evaluate: A. How inclusive is classroom provision? (Are the materials and methods of delivery suitably adapted/differentiated to make the curriculum accessible to all learners? Do tasks set match the needs of learners with ALN? What has been the impact of training?) B. Do learners with ALN make progress relative to their starting point? Revise action plan based on areas identified for improvement. ALNCo/Senior leaders/ALN Governor to evaluate the impact of intervention programmes on the progress achieved by ALN pupils. ALNCo/Senior leaders/ALN Governor to monitor summative data to evaluate the progress achieved by ALN pupils. ALNCo/ALN Governor to monitor the effectiveness of PCP tools on developing suitable one-page profiles.	CW/FS	January 2022	July 2022	
Total Cost				£2,000

Link Teacher – F Sartori

Link Governor – Mrs D Evans

School Development Plan

Sept. 2021 - July 2022

Priority 2	To develop pupils' higher order thinking skills	
Why is this a priority?		Success Criteria – What will success look like?
<p>In line with the school's vision for the new curriculum, we need to strengthen pupils' higher order thinking skills in order to support their development of the four purposes. In particular, how pupils remember and understand (lower order thinking) and their ability to apply, analyse, evaluate and create (higher order thinking).</p> <p>Furthermore, we need to evolve the way we teach so that teachers explicitly teach higher order thinking skills, provide opportunities for pupils to practise these skills and to apply them independently.</p>		<p>Most teachers will be explicitly teaching higher order thinking skills and providing pupils with regular opportunities to practice these skills and apply them independently.</p> <p>All staff will explicitly use the language of thinking skills with pupils and will identify appropriate opportunities for pupils to develop their thinking skills in a range of learning experiences so that the majority of pupils will be using the language of thinking skills within their learning</p> <p>The majority of pupils will develop effective higher order thinking skills. In particular, pupils will develop their ability to apply, analyse, evaluate and create.</p>

Year 2 and Year 3 High Level Targets

Year 2	<p>Nearly all teachers will be routinely modelling higher order thinking and providing opportunities for pupils to practise these skills and apply them independently.</p> <p>Many pupils will be able to use their higher order thinking skills effectively and as a result many pupils will be making good progress towards the realization of the four purposes.</p>
Year 3	<p>Nearly all teachers will be routinely modelling higher order thinking and providing opportunities for pupils to practise these skills and apply them independently.</p> <p>Most pupils will be able to use their higher order thinking skills effectively and as a result most pupils will be making good progress towards the realization of the four purposes. Most pupils will be able to use higher order thinking skills with increasing levels of control, complexity and independence to support their learning.</p>

Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p>Vision</p> <p>Whole staff meetings/INSET days to discuss this SDP target; why it is a priority? Develop an understanding of how pupils' learn and share the vision for pupils' higher order thinking skills and how pedagogy needs to evolve in order to develop the four purposes at St Thereses.</p> <p>Key Questions:</p>	CW	22/10/21	22/10/21	

<p><i>Do we have a shared understanding of the four purposes?</i></p> <p><i>What do we understand effective learning to be if we are to develop higher order thinking?</i></p> <p><i>What does good teaching look like?</i></p> <p><i>Who are we writing the vision for?</i></p> <p><i>Why are we writing a vision?</i></p> <p><i>Who needs to contribute to the vision?</i></p> <p><i>What format will the vision take to ensure that it is inclusive?</i></p>				
<p>Professional Learning / Evolving Teaching</p> <p>INSET/ADDs sessions focused on:</p> <p>What are higher order thinking skills?</p> <p>Why higher order thinking skills are key to the development of the four purposes?</p> <p>All teachers to receive professional learning in effective strategies for developing pupils' HOTS eg half-termly/termly development of each of the higher order thinking skills – analysing, applying, evaluating and creating. For example, Odd One Out, Fishbone Diagram, Diamond Ranking; Cause and Effect Maps</p>	<p>AH (ESO) –</p> <p>Adds -14/21-09-21</p> <p>30-9-21</p>	<p>Adds -14/21-09-21</p>	<p>Adds/Inset input over 18 month period</p>	

etc. (see '*How to develop thinking skills and AfL in the classroom?*' for range of strategies)

Senior leaders to provide opportunities for staff to collaborate and share examples of learning experiences to support the development of pupils' higher order thinking skills.

Senior leaders to support and challenge teachers with the planning of learning experiences to develop pupils' higher order thinking skills.

All teachers to explore effective questioning, to support the development of pupils' higher order thinking skills. (see '*How to develop thinking skills and AfL in the classroom?*' and Bloom's Teacher Toolkit for range of questions)

Teachers to undertake action research on an aspect of developing pupils' higher order thinking skills.

Teachers to be provided with the opportunity to share their action research with colleagues.

****Actions in the SDP may evolve and adapt as a result of the impact of the action research.***

TDO – TH – discussion with staff –opportunities to develop “analysis”

<p>Curriculum Development</p> <p>Bloom's Taxonomy Teacher Toolkit to be used regularly by teachers in the planning of learning experiences to strengthen pupils' HOTS.</p> <p>Teachers to be made aware of the key vocabulary and language of HOTS to be used with the relevant year group (progression to be built throughout the school).</p> <p>Teachers to ensure they explicitly use and model the identified language and vocabulary of higher order thinking skills with their respective classes.</p>	CW/Teachers	January 2022	July 2022	

Performance Management Teachers to be provided with performance management target linked to developing pupils' higher order thinking skills; opportunity to undertake purposeful action research linked to developing pupils' higher order thinking skills and training to meet their individual needs.	CW/FS	Sept. 2021	Sept. 2022	
Monitoring Learning walks, work scrutiny and listening to learners' activities with members of the governing body to evaluate progress towards achieving the SDP target. Revise action plan based on areas identified for improvement.	SMT	October 2021	July 2022	
Total Cost				£2,000

Link Teacher – Miss E Carlsen

Link Governor – Mrs V Johnson

Priority 3	To improve standards of Welsh Oracy and Bilingualism
Why is this a priority?	Success Criteria – What will success look like?
<p>In September 2021, the Welsh curriculum leader completed an evaluation of Welsh oracy skills, attitudes towards Welsh and knowledge of Welsh culture. Most of the pupils interviewed across the school enjoy learning Welsh and have a clear enthusiasm for the language and a positive Welsh ethos is evident in all schools.</p> <p>In the FP, a majority of pupils are able to answer and ask a range of questions confidently with a good degree of accuracy. The majority respond to questions with correct pronunciation and intonation. Most of the younger pupils know a reasonably wide range of vocabulary, including feelings, weather words, a range of colours and can count to 20. However, where standards are weaker, younger pupils know a limited range of Welsh vocabulary and key stage 2 pupils use a limited range of phrases and sentence patterns. Around half of pupils cited spelling and reading as the most difficult parts of learning Welsh.</p> <p>Overall, we need to ensure that pupils:</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary and language patterns with confidence • Consistently extend responses to questions with the use of connectives such as ‘achos’, ‘ond’ and ‘mae’n well ‘da fi...’, when expressing opinions. 	<p>Many pupils in the upper foundation phase will display a wide range of vocabulary and language patterns relevant to their stage of learning.</p> <p>Many pupils in key stage 2 will consistently extend their responses to a range of questions through the use of appropriate connectives.</p> <p>Many pupils in FP will read and spell using Welsh phonics.</p>

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Year 2 and Year 3 High Level Targets	
Year 2	<ul style="list-style-type: none"> • Most pupils in the upper foundation phase will display a wide range of vocabulary and language patterns relevant to their stage of learning. • Most pupils in key stage 2 will consistently extend their responses to a range of questions by using appropriate connectives. • Most pupils in FP will read and spell using Welsh phonics. • Most pupils in the upper foundation phase will display a wide range of vocabulary and language patterns relevant to their stage of learning. • Most pupils in key stage 2 will consistently extend their responses to a range of questions through the use of appropriate connectives.

	<ul style="list-style-type: none"> Many pupils will use Welsh consistently in different contexts around the school.
Year 3	<ul style="list-style-type: none"> Continue to develop provision for Welsh in line with the four core purposes of the new curriculum <p>Most pupils will display strong standards of oracy skills and will use Welsh consistently in different contexts around the school.</p>

Planning and Action Stage				
Milestones - Actions	Lead Person(s)	Time and Cost	What will success look like? What will be the impact of the action be?	Evaluation and Review of progress
Vision Whole staff meeting to discuss this SIP target and to further develop and share vision for Welsh Oracy skills at St. Therese's Primary. Skills for Cymraeg Campus to be reviewed by all staff.	All staff	September 2021	Vision has been shared and all staff are aware of this target.	
Professional Learning / Evolving Teaching Develop school's ethos as a learning organisation through creating and supporting continuous learning opportunities for all staff. Welsh Co-ordinator to provide training to all staff focused on the outcomes of the review (see above) Develop support materials for pupils to encourage each other to speak Welsh through posters, visual display showing the advantages of learning Welsh and Welsh mascots to be taken home initially in FP/Lower KS2 as home school links and support parents at home.	L. Cross L Cross	Oct 21-June 22 £500 October 2021 and ongoing Cost: £500	Learning opportunities for staff have been created focused on the outcomes of the review A visual display of the advantages of learning Welsh. Children will be enthusiastic taking home mascots and writing a diary in Welsh using simple Welsh patterns.	

<p>Support staff to use basic Welsh when working with groups and throughout the day.</p>	<p>L. Cross</p> <p>All staff</p> <p>TDO</p>	<p>Jan 2022</p>	<p>Staff will have a thematic based scheme to follow ensuring consistency with language patterns and 'Cymraeg Bob Dydd' document with incidental language. Monitoring will show most pupils are able to use/understand language patterns</p>	
<p>Curriculum Development</p> <p>Review the school's curriculum for Welsh Oracy. What are the strengths? Areas for development? Are there inconsistencies in practice? Missed opportunities to strengthen provision? Review current pedagogy for teaching Welsh against the 12 pedagogical principles.</p> <p>Identify opportunities to embed the four purposes and consider how the curriculum may need adapting with regards to the AoLE and What Matters statements</p>	<p>All Staff</p> <p>All Staff</p>	<p>Oct/Nov 2021</p> <p>Nov. 2021</p>	<p>Curriculum has been reviewed and strengths and areas for improvement have been noted and communicated back to staff.</p> <p>Opportunities for embedding the 4 core purposes in regard to Welsh have been</p>	

<p>Re-establish a Criw Cymraeg to plan and work towards enthusing pupils through FP and KS2.</p> <p>Identify how NPT's 'Language Journey' pedagogy can be used to teach thematic Welsh throughout the school</p> <p>Implement language journey planning for KS2 to be recorded on 'Building Blocks'</p> <p>Schemes of work to be updated to incorporate the new themes in line with the new curriculum. Welsh phonics to be reintroduced and taught consistently through Foundation Phase.</p>	L Cross	Sept. 2021	<p>identified and highlighted.</p> <p>A new Criw Cymraeg will be established from all classes in KS2 and</p>	
	L Cross/All staff	Oct. 2021	<p>Opportunities to remind all staff of the 'Language Journey' principle to teach thematic Welsh and how this may be evidenced</p>	
	L.Cross to deliver adds training	Dec. 2021	<p>All stages of 'Language Journey' planning will be evident on Building Blocks.</p>	
	L Griffiths	Feb. 2022	<p>"Tric a Chlic" will be taught in Foundation Phase.</p>	

Pupils use apps, ebooks and websites to enhance learning and teaching. iPads are used to record oracy activities and all classes have lists of suitable welsh apps	L Cross/M Rees	Jan 2022 Cost: £100 for APPs	Pupils use apps in class. Pupils are able to record oracy activities.	
Performance Management Teachers to be provided with performance management target linked to the Welsh target and appropriate training to meet their individual needs	SMT and all staff	Sept. 2021- Sept. 2022	Teachers have been provided with a PM target relating to this area which has impacted on teaching and learning.	
Non Negotiables All teachers to deliver daily Welsh oracy sessions in line with training provided.	All staff TDO	October 2021 and ongoing	Daily Welsh sessions are being delivered appropriately.	
Extra Curricular Develop school's ethos as a learning organisation through learning with and from the external environment and wider learning system with regard to Welsh. Sustain and develop links with the Urdd to provide an enriching learning experience and to promote the enjoyment of Welsh.	L Cross/SMT	Termly	Pupils develop a positive attitude to the Welsh Language. Year 4 visit to Cardiff Bay.	

Pupils are to be invited to be part of Welsh enrichment activities.	L. Cross All staff	Termly Cost: £500	Pupils will have participated in a variety of Welsh enrichment activities.	
Older pupils to take part in Welsh Oracy sessions with the younger pupils regularly.	L Cross	Half-termly starting May 2022	Older pupils are using their skills in Welsh to work with younger pupils.	
Develop systems to enhance the incidental use of Welsh outside the classroom such as outdoor language trail, bilingual yard games, and outdoor signage.	L. Cross SMT TDO	Summer Term 2022 – ongoing Cost: £500	Pupils read and play Welsh language games with help of Criw Cymraeg.	
Monitoring				
Learning walks and listening to Learners activities with members of the governing body to evaluate progress towards achieving the SIP target. Develop action plan based on areas identified for improvement.	L. Cross SMT TDO	Jan 2022 - ongoing	An action plan based on areas identified for improvement has been drawn up and reported back to staff.	

Analysis of individual pupil progress (Building Blocks: compare baseline with end of year performance.	L. Cross SMT/TDO	Oct 2021 – ongoing	Individual pupil performance in Welsh has been tracked in Welsh and analysed.	
Review planning to ensure that there are regular opportunities for Welsh Oracy skills sessions. Feedback regularly on planning in ADDs sessions/ governors	L. Cross SMT/TDO	Half Termly	Planning is being regularly reviewed and good practice and areas for improvement have been identified and reported back to staff.	
Work scrutiny to ensure that there are appropriate opportunities for Welsh skills across the curriculum . Feedback regularly on work scrutiny in ADDs sessions/ governors.	L. Cross SMT	Termly	Work is being regularly reviewed and good practice and areas for improvement have been identified and reported back to staff	
Total Cost				£2,100

Link Teacher – L. Cross

Link Governor – Father P Brophy