

**ST WOOLOS PRIMARY SCHOOL**



# **SCHOOL DEVELOPMENT PLAN**

**2023-27**



## SCHOOL DEVELOPMENT PLAN 2024-26

### CONTEXT

- A hugely diverse primary school in the centre of Newport. (Ethnicity, faith, social class, mobility)
- Historic sustained growth in numbers and classes which has remained consistent in structure for the last 4 years
- Number on roll: 335 (incl Nursery)
- 30.6% FSM
- 62% EAL
- 44 Languages
- Women's Aid and BAWSO (Black Association of Women Step-Out) and homeless refuges in catchment
- High pupil mobility (See below)

	2016-17	2017-18	2018-19	2019-20 (Covid)	2020-21	21- 22	22-23	23-24	Sept 2024- current
<b>ARRIVALS</b>	70	62	49	44	65	43	50	85	14
<b>DEPARTURES</b>	87	49	41	50	29	39	33	55	8
No of pupils included in the above who arrived and left in the same year	8	16	9	3	3	4	2 left then returned	0	



ALN Pupils on Register (Sept '24)

ALN TRANSFORMATION PROCESS		
	Number	% of whole school
<b>Targeted (Action Plus)</b>	21	6
<b>IDP</b>	6	2
<b>Statement</b>	3	1

Groups of Learners (Nov 23)

Pupils in refuges- BAWSO, Women's Aid	0
Asylum Seeker Pupils	7
Children Looked After (CLA)	2
Care and Support (Section 17)	2
Pupils on the Child Protection Register	0

Attendance

Attendance for 2020-21	Target for 2020-21 94%	Actual 90.4%
Attendance for 2021-22	Target for 2021-22 93%	Actual 89.1%
Attendance for 2222-23	Target for all pupils 93%	Actual 90.4%
Attendance for 2023-24	Target for all pupils 93%	Actual 91.2%
Attendance for 2024-25	Target for all pupils 93%	



**SCHOOL ORGANISATION**

Current classes:  
6 Lower School, 6 Upper School

Class	Number
Nursery	1 (am and pm session)
Reception	2
Year 1/2	3
Year 3/4	3
Year 5/6	3
<b>Total</b>	<b>12</b>

**RECOMMENDATIONS FROM ESTYN INSPECTION MAY 2023**

RECOMMENDATIONS		EVALUATION		
<b>R1</b>	Improve pupils' digital and Welsh oracy skills DG and CB	Dec 24 <u>Autumn</u>	March 25 <u>Spring</u>	July 25 <u>Summer</u>



<b>R2</b>	Improve provision for expressive arts, creativity and to support the development of pupils' physical skills	Dec 24 <u>Autumn</u>	March 25 <u>Spring</u>	July 25 <u>Summer</u>
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<b>STRATEGIC PRIORITIES</b>	
<b>Four Values</b>	Kind * Fair * Curious * Aspirational
<b>Four Core Purposes</b>	Healthy, confident individuals * Ethical, informed citizens * Enterprising, creative contributors * Ambitious, capable learners
<b>National Mission</b>	<ol style="list-style-type: none"> <li>1. Learning for life</li> <li>2. Breaking down barriers</li> <li>3. A positive education experience for everyone</li> <li>4. High-quality teaching and leadership</li> <li>5. Community based learning</li> <li>6. Cymraeg belongs to us all,</li> </ol>



<p><b>Welsh Government Strategic National Priorities and school focus areas</b></p>	<p><b>LITERACY</b></p>	<p>LLC: Further develop the Voice 21 approach in order to continue the development of effective oracy skills and also compensate for the linguistic deficit that new pupils arriving in school are increasingly demonstrating.</p> <p>Establish the use of the Writing Journey planning to ensure high quality writing throughout the school.</p> <p>Phases to use the revised genre map to plan out literary stimuli and writing genre across the year.</p> <p>Establish an LLC 'non-negotiables' list to include frequency and guidance.</p> <p>Further promote the use of incidental Welsh through the school.</p> <p>Embed the role of Criw Cymreig</p> <p>Embed Welsh Guided Group Reading Week once a half term.</p>
	<p><b>NUMERACY</b></p>	<p>MD: Further develop mental maths skills with pupils through whole school review</p> <p>Build on Mental maths skills with daily warm up.</p> <p>Development of counting sticks and visual prompts using interactive whiteboard, online maths games and support resources.</p> <p>Development of reasoning skills.</p> <p>Pupils use a range of activities to develop problem solving skills and reasoning.</p> <p>Development of pupils' self-evaluation and peer evaluations.</p> <p>Continue to work closely with TJFS MATHS cluster to develop consistent approach to maths.</p> <p>Development of pure Maths assessment for Y6 moving onto Y7.</p> <p>Review and analyse National Test data and look for areas to further develop across the school.</p> <p>Further develop the resource of Mathletics across the school to help promote mental maths and home school learning.</p>
	<p><b>TACKLING THE EFFECTS OF POVERTY AND DEPRIVATION</b></p>	<p>Inclusion: Continue to provide a range of intervention groups to raise pupil achievement and close the performance gap for groups of learners.</p> <p>Wellbeing and Mental Health: Continue to implement processes to ensure that robust processes are in place to support mental health and wellbeing of pupils, families and staff.</p> <p>Poverty: Continue to work with Newport Cathedral and GAVO to secure funding for the pantry and other essential support.</p>



	<b>DARPL</b>	Audit our 'Hidden Curriculum' (displays, learning resources, environment) to assess their representation of the global majority. Create a Rapid Action Plan for DARPL. Establish a link governor for DARPL.
<b>Local Authority Termly Focus Areas</b>	<b>Autumn</b>	Evaluate the quality and impact of school improvement planning processes across all Newport schools on improving learner progress and wellbeing.
	<b>Spring</b>	Evaluate the effectiveness of the teaching of Welsh (oracy) on learner progression and achievement.
	<b>Summer</b>	
<b>Cluster Partnership Working</b>	<p><u>Cluster Projects:</u></p> <p>2024-25      Science and Technology Cluster Design and Technology with a focus on Textiles working with Nerys Tudor Jones. Computer Science Project with Gareth Morgan developing a shared understanding of progression. LLC Cluster Leads develop a shared understanding of progression. Welsh Cluster leads working to develop a shared understanding of progression in Welsh oracy. Maths Cluster Leads developing a shared understanding of progression in Maths. Humanities Cluster leads sharing learning opportunities that focus on anti-racism and diversity. Cluster Research and Enquiry project – St Woolos leading</p>	



<b>Working Parties and Groups</b> <b>Other programmes</b>	2024-25 - EAS Digital Competence Leaders' Programme (MM) EAS New Deputy Headteacher programme (LD) Newport New Headteachers Induction training (TB) Strategic Planning and Evaluation of Welsh PL (TB)
<b>Curriculum for Wales</b> <b>Curriculum Reform Process</b>	Continue to refine the two-year curriculum A/B Maps to ensure broad and deep application of the Curriculum For Wales process. Identify links and progression for Music and Science across the A/B Map. Further review and develop AoLE delivery models, attend and deliver EAS process guidance. Further consolidate AoLE team expertise and generate high levels of team autonomy. Embed Metacognition and Growth Mindset practices. Embed Assessment for Learning. Continue to develop progress meetings and include pupil conferences so that next steps and progression judgements remain secure.
<b>Performance Management</b> <b>Focus</b>	2024-25 – linked to priorities





<b>Leadership</b>	2024-25 Continue to develop and strategic SLT following the appointment of an Interim Headteacher and Deputy Headteacher and in preparation for the new Headteacher when appointed. Develop leadership roles throughout the school with training and opportunities eg Team Lead roles.
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<b>PRIORITIES 2024-25</b>
<p><b><u>School Organisation</u></b></p> <ul style="list-style-type: none"><li>● Continue to develop further effective delegated responsibility</li></ul> <p><b><u>Curriculum</u></b></p> <ul style="list-style-type: none"><li>● Ensure continued focused and strategic development of the A / B Curriculum Map (Cycle A).</li><li>● Continue to embed the two recommendations within the Post Inspection Action Plan.</li><li>● Engage fully with the cluster Curriculum Action Plan for 2024-25.</li><li>● Further develop provision for outside learning</li></ul> <p><b><u>Building Development</u></b></p> <ul style="list-style-type: none"><li>● Continue with the ongoing NCC/Norse building project to replace stone lintels in windowsills, address loose stonework on the exterior walls, paint the building and repair the roof</li><li>● Review and further develop outside play areas</li><li>● Redevelop the quiet room and spare classroom to ensure that they become practical and well-resourced areas for pupil and adult use</li></ul>
<b>PRIORITIES 2025-26</b>

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### **School Organisation**

- Leadership at all levels across the school. Ensure strategies are in place to develop a strong and highly effective SLT.

### **Curriculum**

- Implementation of the Curriculum for Wales revised Cycle B.
- Continued focus on Health and Wellbeing, Literacy, Numeracy and ICT.

### **Building**

- Continue with NCC/Norse exterior upgrade and repairs

## **PRIORITIES 2026-27**

### **School Organisation**

- Leadership at all levels to be developed with appropriate PL.
- Develop middle leader potential and SLT members on the staff.
- Deputy Headteacher to complete/continue NPQH.

### **Curriculum**

- Review complete A/B cycle in the light of further Curriculum for Wales development and identified school need and opportunities.
- Develop an Early Years Unit approach to Nursery and Reception.
- Develop a Forest Schools Programme.
- Develop a cooking programme throughout the school.

### **Building**

- Depending on NCC's funding situation, engage with WG Band B building refurbishment (Postponed from 2019)



<b>FUNDING FOR 2024-25</b>		
<b>STANDARDS (previously EIG)</b>	£155,327	Staffing, courses, supply, resources, INSET providers
<b>EQUITY (PDG) EY</b>	£98,084 £25,300	Intervention programme staffing, resources, enrichment music and sport activities and additional professional support services eg Child and Adolescent Psychotherapist (CAMHS/Flying Start) Reflective Practice sessions for staff (Supervision)
<b>PROFESSIONAL LEARNING GRANT</b>	£6,844	Cover for attendance at online courses, professional review days, study time and course preparation time.
<b>ALN IMPLEMENTATION GRANT</b>	£7,787	ALNCo admin time, staff professional learning, cover for meetings with ALN professionals
<b>WELSH IN EDUCATION GRANT</b>	£1,919	Resources, lead teacher release time and staff professional learning cover
<b>Multiply Community Focus Schools School Networking Grant</b>	£8,771 £6,578 £7,000	Professional learning opportunities and activities to close the poverty gap
<b>EdTech</b>	Needs analysis No funding given	Supply of laptops, chromebooks, and a class interactive board for the PPA room.
<b>MONITORING AND EVALUATION</b>		
<ul style="list-style-type: none"> <li>● Pupil Progress Meetings (termly)</li> <li>● Pupil Conferences</li> <li>● National Tests Autumn and Summer for each year from Y2 upwards</li> <li>● School Baseline and other assessments eg Benchmarking Reading etc</li> <li>● Monitoring of books and planning, Listening to Learners, Performance Management Learning Walks</li> <li>● Subject leaders and project leader presentations to Governors</li> </ul>		



Pupil group presentations to Governors  
 Parent Consultations Autumn and Spring

- Open Day, Summer 2025
- Governing Body meetings and Saturday Training sessions
- Governor Committees:
  - Standards, Teaching and Learning (SDP/Self-Evaluation)
  - Governor Self-Evaluation
  - Wellbeing (Incl. Attendance, Staff Attendance and Community)
  - Building (Health and Safety)
  - Finance and Resources

**SDP PRIORITY AREA 1: LEARNING**

1.1 Standards and progress overall

**SUCCESS CRITERIA:**

All children are meeting or exceeding the expected level in reading, writing and maths or making accelerated progress towards this.  
 All children are making at least expected progress in Reading, Writing and Maths.

**RATIONALE:**

Further develop opportunities for extended pieces of writing are needed.  
 Systems for pupil editing need to be refined and embedded.  
 Pupil's oracy skills are under- developed and a number of pupils start with very limited vocabulary

National Mission Enabling Objectives 1,2,3,4	Objective/ Success Criteria	Responsibility	Key Actions to meet objective	Resources/ Costing	Monitoring and Evaluation of Impact AUT/ SPR/SUM
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1,3	<p><b>LLC</b> Further develop the Voice 21 approach in order to continue the development of effective oracy skills and also compensate for the linguistic deficit that new pupils arriving in school are increasingly demonstrating.</p>	LA/KJ/KL /AD	<ul style="list-style-type: none"> <li>• Staff INSET to revisit sentence stems and Oracy assessment.</li> <li>• Oracy market place - Staff share Oracy practice and examples from their classes.</li> <li>• Create key literacy vocabulary continuum</li> <li>• Staff develop greater expertise in delivering oracy teaching and intervention programmes.</li> <li>• Run COMiT for Reception pupils to support their development.</li> <li>• Revisit the programme of oracy pillars across the school that facilitates the development of pupils' speaking, listening and presenting skills.</li> <li>• Revisit school protocol for debate and discussion in all classes.</li> <li>• Engage with EAS LLC partner schools.</li> </ul>		
1,3	<p><b>LLC</b> Further develop reading confidence and skills across the curriculum. Ensure that all classrooms are 'language rich'.</p>	LA/KJ/KL/AD	<ul style="list-style-type: none"> <li>• Review and audit current GGR practices. Establish clear GGR protocol and ensure that it is implemented effectively.</li> <li>• Maintain tidy and well organised/labelled book corners and classrooms where reading is given high status.</li> </ul>	Supply cover for monitoring/L2L	



			<ul style="list-style-type: none"><li>● Promote a love of reading and through a range of library activities and visits to Newport Library.</li><li>● Audit class literacy learning environment.</li><li>● Audit and supplement current reading scheme books.</li></ul>		
1,3	Ensure that pupils have opportunity to develop extended writing skills.	KJ/KJL/ TB	<ul style="list-style-type: none"><li>● Re-share updated Genre Map</li><li>● Map out writing genre and stimuli termly in phases/year groups.</li><li>● Introduce Writing Journey planning proforma.</li><li>● Organise supported planning sessions with KLJ, KJ and TB</li></ul>		
1,3	Refine and embed systems for pupil editing.	TB/KJ/K LJ	<ul style="list-style-type: none"><li>● Introduce Writing Journey planning proforma.</li><li>● TB to model lessons and pit stopping.</li></ul>		



1,2,3	<p><b>WELSH SECOND LANGUAGE</b> Increased use of incidental Welsh through the school.</p>	<p>DG Criw Cymreig TB</p>	<ul style="list-style-type: none"> <li>● Embed Phrase of the fortnight for Lower School and Upper School.</li> <li>● Re-introduce weekly certificates for staff that Criw Cymreig identify/award.</li> <li>● Training whole for whole staff.</li> <li>● Re-introduce Tocyn lath (link to Phrase of the Week)</li> <li>● Termly Cafe Cymreig for parents and friends of St Woolos - TB to put dates in the diary.</li> <li>● TB to complete Strategic training for School Leaders.</li> </ul>	<p>Use Twitter to share PoW with parents. DG and TB to deliver training. Tocyn lath to be photocopied and prepared to use.</p>	
2,3	<p>Develop a consistent approach to the teaching of Welsh Second Language.</p>	<p>DG TB</p>	<ul style="list-style-type: none"> <li>● Engage with EAS advisory service and partner schools for Welsh</li> <li>● Organise the correct training for Teachers and TAs on the EAS Welsh Packs.</li> <li>● Review current programme and revise where necessary</li> <li>● Implement a timetable of team teaching Welsh lessons with DG and TB.</li> </ul>	<p>Leadership time for DG - 1 / 2 day each half term. Staff meeting slot x 2 ( 1 in Autumn 2 and 1 in Spring 1).</p>	



1,3	Expand the Criw Cymreig to include Lower School.	DG	<ul style="list-style-type: none"> <li>• Ensure that Criw Cymreig meet regularly and develop a programme of action for the year.</li> <li>• Deliver staff PL session focussing on the use of CC in the class to promote Welsh delivery in the classroom.</li> </ul>		
1,2	Further embed Welsh GGR		<ul style="list-style-type: none"> <li>• In line with review of GGR in all classes, ensure that a Welsh Guided Group Reading Week runs once a half term. Implement for September 2024 and provide necessary training</li> </ul>		
1,2	<p><b>MODERN FOREIGN LANGUAGES</b></p> <p>Run a Modern Foreign Languages Club (Spring Term)</p> <p>Begin international language development</p>	<p>TB</p> <p>DG, HV Sioned Harold</p>	<ul style="list-style-type: none"> <li>• Ensure that pupils are exposed to the vocabulary of the countries that they are studying.</li> <li>• Provide opportunities to acquire new MFL vocabulary whenever possible</li> </ul>	£100	





			<ul style="list-style-type: none"> <li>Look to begin basic language development using EAS Sioned Harold as a resource</li> </ul>		
1,3,4	<p><b>M&amp;N</b> Further develop mental maths skills.</p>	CB	<ul style="list-style-type: none"> <li>Building on our push to develop Mental maths skills and develop warm up to keep a range of mathematical skills on the boil.</li> <li>Continued development of Big Maths Beat that weekly short testing.</li> <li>Development of counting sticks and visual prompts using interactive whiteboard, online maths games and support resources. Part of the lesson focuses on input on a range of skills e.g table chanting, number bingo, and making a number in a variety of ways.</li> </ul>	Cover for lead attendance at cluster meetings and visits to other schools	
1,3	Development of reasoning skills.	CB	<ul style="list-style-type: none"> <li>Development of fortnightly reasoning problem solving tasks.</li> <li>Pupils use a range of activities from Nrich, Chat Assess and</li> </ul>	Supply costs to cover cluster meetings / days	



			<p>other Online problem-solving resources, to develop problem solving skills and reasoning.</p> <ul style="list-style-type: none"> <li>• Development of pupils' self-evaluation and peer evaluations and explanation of tasks in maths.</li> </ul>		
1,3	Develop a consistent approach to maths across the cluster.	CB	<ul style="list-style-type: none"> <li>• Continue to work closely with JFHS MATHS cluster to further develop consistent approach to maths and further develop links with JS transition from primary to secondary with Mr Thompson.</li> <li>• Development of pure Maths assessment for Y6 moving onto Y7.</li> <li>• Review and analyse National Test data and look for areas to further develop across the school.</li> </ul>	CB conducted through Mgt time	
1,3,4	<b>SCIENCE AND TECHNOLOGY</b> Embed Google Classroom in all KS2 classes.	MM/KD /CB	<ul style="list-style-type: none"> <li>• Staff meeting time in Autumn 1 for staff to audit skills and identify weaknesses</li> </ul>	MM-Staff meeting Autumn term 1	



	Develop class portfolios to showcase digital evidence.		<ul style="list-style-type: none"> <li>This will then inform what staff training is necessary and steps then taken to implement this</li> </ul>		
1,3,	Develop the use of coding through Microbits and Sphero in KS2.	MM/KD /CB	<ul style="list-style-type: none"> <li>Staff meeting time Autumn 2.</li> <li>After school Digital Skills Club.</li> <li>L2L and DC monitoring takes place to ensure coverage.</li> </ul>	MM-Staff meeting Autumn term 1	
1,3	All Y2 children to be able to log into the chromebooks independently (using their sheets) by Christmas, Y1 by Summer Term.	KD/ MM	<ul style="list-style-type: none"> <li>L2L and DC monitoring takes place to ensure coverage.</li> </ul>	KD/ MM Monitoring time.	
1,3	Develop new technologies with pupils and encourage pupils to teach peer classes.	Y5/6 initially MM JG	<ul style="list-style-type: none"> <li>Work to develop opportunities to utilise DCF linked to themes. MM working with CB to promote Digital Skills and DCF to be taught in cross curricular fashion. One class to teach a peer class. Pupil to pupils support to develop mastery.</li> </ul>	MM/CB Thursday sessions in 5/ 6 G.	
	Further develop Digital Leader roles.	MM	<ul style="list-style-type: none"> <li>Develop roles of Digital Leaders as pupil voice group. Termly meetings and digital leader training on apps programmes. Develop role and responsibilities.</li> </ul>	MM	



1,3	Improve standards of teaching and learning in science.  Ensure progression and coverage in Science.		<ul style="list-style-type: none"><li>• Implement and monitor the effectiveness of non-negotiables to develop the teaching and learning of Science.</li><li>• Focus on pupils' reflection and presenting skills in coordination with cluster Science leads.</li><li>• Implement, develop and refine the cluster support document for Science to develop progression and coverage across the school.</li><li>• Implement and monitor the use of essential Science identified on revised A/B curriculum maps to ensure a rich and varied curriculum allowing for depth.</li><li>• Embed the use of Explorify as a tool to develop Scientific vocabulary</li><li>• Review and develop Science focus days and events such as STEM week, Women in Science etc</li></ul>	Session during Sept 2 <sup>nd</sup> Inset Day, Staff meeting time Autumn 2, Management time AD.	
1,3	Develop staff expertise in Design and Technology.		<ul style="list-style-type: none"><li>• Engage in Cluster Design and Technology project to explore and implement approaches to develop Design Technology teaching across the school.</li></ul>	£87.50 invoice for Nerys' time and training.	



			<ul style="list-style-type: none"> <li>• Audit Design Technology equipment and place necessary orders.</li> <li>• Development of planning support and guidance to give more consistent and regular opportunities for Design and Technology teaching across the school. e.g. whole school D&amp;T focus project</li> </ul>	3xdays release for AD, management time for AD	
1,3	<p><b>EXPRESSIVE ARTS</b> Improve provision for the expressive arts.</p> <p><b>MUSIC</b> Implement a Music scheme which is used effectively throughout the school</p>	AH/ lead AP AoLE team	<ul style="list-style-type: none"> <li>• Review music schemes of work and decide which Music scheme we are going to follow - Getset4music/music Express. Staff to decide collectively what they feel would be the best tool to assist teaching music.</li> <li>• Purchase Access art subscription and begin to implement the use of this to assist teaching Art and Design</li> <li>• Continue to monitor our progress in Expressive Arts through listening to learners.</li> <li>• Identify training needs and coordinate PL opportunities</li> </ul>	£250 cost of scheme  Management time AH	



1,3	ART Develop planning guidance documents for staff to support the planning and delivery of Art in line with Curriculum 2022 and to Identify resources required for this delivery.	AoLE Team	<ul style="list-style-type: none"> <li>● Produce planning guidance and documentation for teachers that ensures skills progression.</li> <li>● Share documentation with staff at staff meeting.</li> <li>● Identify and order resources needed for the effective delivery of the curriculum.</li> <li>● Explore possible art grants to assist with resources and workshops.</li> <li>● Establish links with local artists.</li> </ul>	<p>Non-contact time for AH (2 days)</p> <p>Staff Meeting time x 1 per term.</p> <p>Cost of resources needed - unknown until the audit is completed.</p>	
1,3	Explore ways to access Arts Council Grant funding.	AD LD	<ul style="list-style-type: none"> <li>● Develop grant applications to develop possible class project for whole school Christmas project.</li> <li>● Look to develop opportunities for 'Go and See' project funding for arts educational visit. Up to 90% grant of maximum £1000 10% school contribution.</li> </ul>		



**SDP PRIORITY AREA 2: WELLBEING AND ATTITUDES TO LEARNING**

- 2.1 Well-being
- 2.2 Attitudes to learning and adhered to during Christmas

**SUCCESS CRITERIA:** The health and emotional needs of all pupils are met and they demonstrate healthy, safe and informed choices. Pupils, parents and staff have a strong sense of belonging and the vision and values of the school are evident in all aspects of school life. The Whole School Approach helps all members of the school community to be supported with strategies to help with their mental health and sense of belonging.

**RATIONALE:** Insufficient coverage of key PE skills and development across the school.  
The healthy eating plate is repeated as the same activity across every progression step so it must be addressed annually  
Inconsistent approaches to behaviour, the use of our points system and charters around the school now that RoC are developing

National Mission Enabling Objectives 1,2,3,4	Objective/ Success Criteria	Responsibility	Key Actions to meet objective and	Resources/ Costing	Monitoring and Evaluation of Impact AUT/ SPR/SUM
	<p><b>PE</b> Improve provision for PE and Incorporate PE and exercise into lessons across the curriculum.</p>		<ul style="list-style-type: none"> <li>• Review scheme of work Get Set 4 PE</li> <li>• All classes to follow the programme.</li> </ul>	Get Set 4 PE	
1,3	<p><b>Physical extracurricular activities</b> Develop links and participation of competitions within the network of schools.</p>		<ul style="list-style-type: none"> <li>• Develop more physical clubs and engage with Newport Live to secure</li> </ul>		



			<p>additional delivery</p> <ul style="list-style-type: none"> <li>● Ensure lower school children have opportunity to join more physical clubs</li> <li>● Develop participation of competitions with larger network of schools</li> </ul>		
1,3	<p><b>Equalities</b> Develop our equality policy to include all protected characteristics.</p>	<p>LA/ HB LA/ HB/ Governors All stakeholders</p> <p>all staff</p>	<ul style="list-style-type: none"> <li>● Review the current action plan and develop an action plan.</li> <li>● Governors to complete equalities questionnaire</li> <li>● Work alongside all stakeholders to ensure all protected characteristics are thought about in school decisions.</li> </ul>		
1,3	<p>The Silver Rights of the Child Award is attained and RoC practices are embedded</p>	<p>LD / SLT/ All staff</p>	<ul style="list-style-type: none"> <li>● RRS plan for the year is in place.</li> <li>● Pupils engage and there is clear evidence of pupil agency and efficacy.</li> <li>● To include RoC on the calendar and ensure that staff are aware of them.</li> <li>● RoC to be talked about within class on the context of global issues and then local issues.</li> <li>● Include Super Ambassadors as part of a pupil voice group.</li> </ul>		
1,3	<p><b>Behaviour For Learning</b> There is a consistent approach to behaviour across the school that encompasses the school values and the RoC. It is understood and used by all stakeholders</p>	<p>LD/HV/ All staff/School Council</p>	<ul style="list-style-type: none"> <li>● Review the new behaviour model.</li> <li>● Review the school charter alongside the values and ensure that all stakeholders have been consulted.</li> <li>● Ensure that all classes have a class</li> </ul>		





			charter.		
3	<p><b>Wellbeing and Pupil Voice</b> Ensure that School Council impact positively on school life All pupils are engaged with school life and where there are any discrepancies we are addressing these The profile of pupil voice groups is raised and all pupils understand their value. All groups are able to demonstrate agency and efficacy.</p> <p>Establish an over-arching group to represent all pupil voice. St Woolos Senedd (Two pupils from each group Chair + one other voted for)</p>	LD/DG/ AH/ MM/KD/TB	<ul style="list-style-type: none"><li>● Ensure that all pupil voices are heard and that pupil participation and wellbeing is being acted upon.</li><li>● Provide opportunities for pupils to bring about change through identifying issues (see SHRN also) Eco Team. Digital Leaders, School Council, House Captains and Criw Cymraeg group play an active role in decision-making and researching areas for action.</li><li>● Ensure that all pupil voice groups have boards with pictures of representatives.</li><li>● Senedd set up and meeting by half term Spring 1 Feb first meeting</li><li>● Ensure each group has an action plan to follow.</li><li>● The chair from each group meets with LD once a half term to feedback what has happened during this time.</li></ul>		



3	KS2 pupils participate in SHRN survey and School Council create an action plan which achieves results	LD/SLT	<ul style="list-style-type: none"><li>● Data is disseminated and pupil voice group (School Council) monitor progress, engage with pupils and communicate regularly to pupils via online assemblies and presentations</li><li>● School Council impacts positively on school life.</li></ul>		
3	Hold a whole school Wellbeing Week in Summer 2025.	LD/All Staff	<ul style="list-style-type: none"><li>● All pupils and staff engage in a series of workshops and activities designed to improve wellbeing and develop a sense of belonging to the school community.</li><li>● Every member of school can participate and teach a skill that they are passionate about.</li><li>● Parents and community members will participate and learn a new skill</li></ul>		
	<p>The school support all families to tackle poverty and it will focus on closing the attainment gap for eFSM pupils</p> <p>Run a series of Family Learning workshops throughout the year focusing on literacy and numeracy.</p>		<ul style="list-style-type: none"><li>● Continue to subsidise visits and costs for all parents/ carers whenever possible and allow payments in instalments</li><li>● Ensure a balanced approach for pupils without appropriate uniform. Use spare uniform from the Family room.</li><li>● Run swap shop like summer 23 ready for new term</li><li>● Work in partnership with Newport Cathedral to continue the pantry Workshops are run each term.</li></ul>		



			<p>A nursery block of FACE sessions is run.</p> <ul style="list-style-type: none"> <li>● Engage with a range of agencies to provide support for families, including BME.</li> <li>● Run a range of lunchtime and after school clubs</li> </ul>		
	Further develop staff training and knowledge on ACEs.	HB to arrange	<ul style="list-style-type: none"> <li>● Continue with Trauma Informed Schools training (2 staff).</li> <li>● Hold an update staff meeting in Spring 25</li> <li>● Ensure that all staff develop a range of strategies and language that can be used on a day to day basis with pupils and parents.</li> <li>● Staff training sessions to be provided by IN REACH on Attachment, PACE, Trauma and Understanding and Managing Distress.</li> </ul>	Staff meeting time.	

**SDP PRIORITY AREA 3: TEACHING AND LEARNING EXPERIENCES**

- 3.1 The breadth, balance and appropriateness of the curriculum
- 3.2 Teaching and assessment



<b>SUCCESS CRITERIA:</b>		The four purposes are embedded in everyday teaching, pedagogical skills are developed and used effectively and pupils make progress according to appropriate expectations based on assessments of prior learning.			
<b>RATIONALE:</b>		The Curriculum For Wales becomes statutory in September 2022. There is no standard framework for assessment from the Welsh Government yet so therefore schools are designing their own frameworks for assessment.			
National Mission Enabling Objectives 1,2,3,4	<b>Objective/ Success Criteria</b>	<b>Responsibility</b>	<b>Key Actions to meet objective (with dates)</b>	<b>Resources/ Costing</b>	<b>Monitoring and Evaluation of Impact AUT/ SPR/SUM</b>
1	<p><b>CURRICULUM DESIGN</b></p> <p>Curriculum design models for the Curriculum for Wales continue to be evaluated throughout the course of the year and alterations are made where necessary.</p> <p>The curriculum plan and A/B maps for 2024-25 meet the requirements of CfW.</p>	TB	<ul style="list-style-type: none"> <li>All staff access the appropriate training for the subjects that they are teaching or leading and develop their professional expertise (Link with Area 5)</li> <li>Lead staff participate in the cluster curriculum design process</li> </ul>		
	<p>What Matters statements are securely embedded in the planned programmes of work for the AoLEs.</p> <p>All pupils know and understand the four Core Purposes.</p>		<ul style="list-style-type: none"> <li>Staff attend all relevant curriculum design courses, decide on follow up actions and disseminate to staff Sept 24 ongoing.</li> <li>Phase Teams are to review The A/B map on a termly basis – Sept 24 ongoing.</li> <li>All staff continue to develop a secure understanding of the Progression</li> </ul>		



			Steps/What Matters and Principles for each AoLE.		
1,2,4	<p><b>APRR</b></p> <p>Embed a consistently used and understood process for assessment for learning and a consistent and effective cycle/timetable for APRR.</p> <p>All staff access and use the data collected to inform the next steps in their teaching, ensuring maximum progress for all pupils.</p> <p>Continue to develop an effective and consistently applied process for teacher, self and peer assessment</p>	TB/AD/All	<ul style="list-style-type: none"> <li>● Review APRR timetable and shared with staff.</li> <li>● Hold APRR staff meetings x3</li> <li>● Interrogate data to inform Intervention and planning.</li> <li>● Evaluate Can, Can't Could Numeracy Assessments .</li> <li>● Share of N/R Baseline outcomes with the whole staff and refine the current entry level assessments</li> <li>● Plot Online assessment in APRR calendar - Autumn Term and Summer 1.</li> <li>● OPA data and findings to be scrutinised as a staff and next steps identified for learners and groups of learners.</li> <li>● Whole staff monitoring of Standalone pieces of writing from N-Year 6 to identify progression in children and across the school. (Autumn/Spring/Summer 24-25 Shared book looks)</li> </ul>		



			<ul style="list-style-type: none"> <li>Revised format for Progress Meetings to be shared with the staff before Autumn Half Term. (Oct 24)</li> </ul>		
1,2,4	<p><b>Metacognition</b> Build upon and develop current Metacognition and Growth Mindset practice.</p>		<ul style="list-style-type: none"> <li>All staff and pupils confidently apply growth mindset approaches and tackle new learning or obstacles confidently</li> </ul>		

**SDP PRIORITY AREA 4: CARE, SUPPORT AND GUIDANCE**

4.1 Tracking, monitoring and the provision of learning support

4.2 Personal development

4.3 Safeguarding, including Attendance

**SUCCESS CRITERIA:**

Early identification of pupils with additional learning needs ensures that provision is targeted with the intention of reducing the attainment gap.



	Pupils with additional learning needs have access to high quality targeted intervention which ensures pupils make accelerated progress.				
<b>RATIONALE:</b>	The impact of poverty and disadvantage, together with the effects of interrupted schooling as a result of Covid, means that there is a significant gap in performance amongst groups of pupils. The ALN Transformation process is in its second year and schools have a statutory obligation to ensure that all aspects are carried out to the correct timescales.				
National Mission Enabling Objectives 1,2,3,4	Objective/ Success Criteria	Responsibility	Key Actions to meet objective	Resource s/ Costing	Monitoring and Evaluation of Impact AUT/ SPR/SUM
1,2,3,	Continue developing and modifying the Early Identification form, ensuring that the correct children are identified for intervention support.  All staff develop a range of strategies to enable them to support pupils with ALN most effectively	HB	<ul style="list-style-type: none"> <li>ALNCo will continue monitoring and evaluating the effectiveness of our Early Identification sheet.</li> <li>Monitor pupils that have been added to ensure that the appropriate support has been put in place.</li> <li>Deliver ALN training to ensure quick and appropriate identification of ALN by all staff</li> </ul>	ALNCo receives 1.5 days non-contact time weekly	
1,3	ALNCO will write an IDP for those children that have been identified as having a significant ALN.	HB	<ul style="list-style-type: none"> <li></li> </ul>	N/A	



1,3	Monitor if vulnerable groups are performing at the desired level and to monitor if there are a particular group who are under-performing.	HB TB	<ul style="list-style-type: none"><li>● HB and TB to scrutinise data to ensure that there is not a particular vulnerable group that are under-performing.</li><li>● Intervention to be put in place for those that have gaps in order to maximise their potential.</li></ul>		
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**SDP PRIORITY AREA 5: LEADERSHIP AND MANAGEMENT**

5.1 Quality and effectiveness of leaders and managers Use of resources

5.2 Self-evaluation processes and improvement planning

5.3 Professional learning





<b>SUCCESS CRITERIA:</b>		The school is effectively and successfully managed, responsibilities are delegated appropriately and all pupils make at least the expected rate of progress			
<b>RATIONALE:</b>		An effectively run school ensure that all stakeholders have the opportunity to grow and develop personally and professionally and can also contribute successfully to the growth of the organisation			
National Mission Enabling Objectives 1,2,3,4	Objective/ Success Criteria	Responsibility	Key Actions to meet objective	Resources/ Costing	Monitoring and Evaluation of Impact AUT/ SPR/SUM
1,2,3	All professional learning opportunities are linked to School Development Priorities.	TB/SLT	<ul style="list-style-type: none"> <li>PL opportunities are accessed which ensure that SDP and PIAP priorities are addressed and impact is evident</li> <li>SLT continue to engage with the Agile Leadership school improvement model ( Dr Simon Breakspear)</li> </ul>		
1,3	The SLO is revisited and used to inform the Professional Learning direction of the school	TB/All staff	<ul style="list-style-type: none"> <li>SLO revisited and priorities are set- Autumn 24</li> <li>PL focus in PM meetings reflects current needs</li> <li>All staff access appropriate and developmental PL. Skill level and confidence increases</li> </ul>		
1,3,5	Leadership is developed at all levels and opportunities are provided for a range of professional learning.	TB	<ul style="list-style-type: none"> <li>HLTAs access additional training</li> <li>Staff attend and complete a Thrive training course</li> <li>New headteacher course accessed TB</li> <li>Deputy Head course accessed LD</li> </ul>	Supply cover £250 per day (teacher) £120 (TA)	



**SDP PRIORITY AREA 5a: LEADERSHIP AND MANAGEMENT (Governing Body)**

5.1 Quality and effectiveness of leaders and managers use of resources

5.2 Self-evaluation processes and improvement planning

5.3 Professional learning

**Continue to develop as a self-evaluating and progressive Governing Body**

**Governors: Ceri Meloy (Chair), Takmima Begum, Cllr Kate Thomas, David Phillips (Self-Evaluation Committee)**

**SUCCESS CRITERIA**

The Governing Body have a raised profile in the school and a deeper understanding of how to analyse and evaluate data

**RATIONALE:**

Governors manage the school and delegate the internal management and organisation to the Head.

They need to critically challenge the head and have a secure understanding of performance data and progress tracking

Mission Enabling Objectives 1,2,3,4	Objective/Success Criteria	Responsibility	Key Actions to meet objective	Resources/ Costing	Monitoring and Evaluation of Impact AUT/ SPR/SUM
5	Governor Self Evaluation Committee meeting dates tbc.	CM Chair of Governors			
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5					



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