

# St Mary's VA Primary School



School Improvement Plan  
Academic Year 2023-2024

## Context of the school - updated context from September 2023

### Context of the school

St Mary's CIW VA School is an English medium primary and nursery school. There are 187 full time pupils currently on role and 17 nursery pupils. Our catchment is varied and covers a broad range of housing from privately owned housing to council owned/rented properties.

19.7% of families take their entitlement for Free School Meals. There are no families who have Welsh as their first language. Nearly all our pupils are from white ethnic backgrounds. 11 pupils have English as an Additional Language, being new to English or early acquisition. Data shows that our EAL pupils develop very good language acquisition as they progress through school.

- Pupils identified as having ALN - <10
- Universal - 9
- Target - 11

The Head was appointed in September 2013. Our School Leadership Team consists of the Headteacher and Deputy Headteacher (Appointed September 2015). There are 8 FTE (including DHT) and 3 PTE teachers. There are 11 FT TA's and 1 PT TA's. There is currently one TA employed on a short term contract, (funded by RRRS). Our carry forward was 15.6% from the previous year.

### Mission Statement

"Learning and Growing with God by Our Side."

### Vision for St Mary's CIW

At St Mary's we will ensure that all children receive a well-balanced education with equal opportunities for all, carried out in a safe and caring Christian environment. We will encourage our pupils to develop as whole individuals. We will stimulate the children of St Mary's to develop intellectually, spiritually, morally, emotionally and physically, so preparing them for the many and varied opportunities, responsibilities and experiences life has to offer. We will strive to ensure all our children are digitally aware and competent in using new technologies. We aim for good standards in all curriculum areas, and strive for all pupils to reach their true potential. At St. Mary's we will work in partnership with parents, our Church and the local and wider community in order that our children can become the citizens of the future.

## St. Mary's Church In Wales Primary—Our Vision



*"Learning and growing with God by our side."*

### Our Vision

Learning together at St. Mary's to motivate and inspire our children to become the best they can be and to enable them to become lifelong learners.

We will provide challenge and enjoyment through excellent learning experiences, using a variety of pedagogical approaches, informed by pupil voice.

Our Christian values underpin our curriculum. Our curriculum is relevant, using authentic contexts, enabling a sense of belonging and a pride in our Welsh heritage.

Healthy, confident individuals

### Our Values

Compassion  
Honesty  
Friendship  
Thankfulness  
Forgiveness



Enterprising, creative contributors

### Our qualities

At St. Mary's we are nurturing and supportive. Our key drivers are providing our pupils with a caring and safe environment in which to learn and grow happily. We are an inclusive school and we value all of our pupils equally, celebrating that each of us is different and special in our own, unique way. We are motivated and aim to innovate and inspire, encouraging our pupils to use their own voices to help inform their learning journeys. We have high expectations and a strong Christian ethos that permeates throughout everything that we do.

Ambitious, capable learners

Ethical, informed citizens

## Progress with Key Priorities from Academic Year 2022-2023

The further development of our St Mary's Curriculum was our key priority last academic year. Our main developments and progress include:

- The publication of our Curriculum Summary document. This document will be under regular review as we further refine our Curriculum.
- Evaluation of our Curriculum development and how well our Curriculum meets our Vision. We collated planning and spent time as a whole staff, checking for curriculum coverage against the Descriptions of Learning. We will use our findings from our audits and discussions to inform future planning and school improvement priorities.
- Continuing to "launch" our topics in a variety of ways, engaging the pupils from the outset and encouraging them to take more ownership of their learning, providing ideas through "pupil power."
- Trialling a programme for delivering French from Progression Step 2 - 'Powerlanguage.' Next steps will involve formulating an 'International Language Continuum,' to ensure continuity and progression across the school.
- Pupil Progress Reviews - these were held termly, between the Headteacher and Class Teachers. This allowed discussion which focussed on individual pupil progress related to attitudes to learning, behaviour, wellbeing, and progress.
- Pupil Progress Tracker - following our Autumn Term Pupil Progress Reviews, we developed a tracking system, as a means of recording information from discussions about individual pupil progress. The tracker allows us to RAG rate pupils for attitudes to learning, behaviour, wellbeing, and academic progress. It also allows us to group pupils e.g. ALN, EAL, FSM. Our next steps will be to develop this further, to record more specifically progress in Literacy and Numeracy.
- Gathering evidence of progress in Literacy and Numeracy across the school. This was repeated termly, in line with Pupil Progress Reviews, to form a picture of progress over time.
- Our policy documents were reviewed in line with Curriculum for Wales guidance and to reflect our St Mary's Curriculum.

Progress made with our other key priorities include:

- Reviewing our Maths scheme and resources, including whole school and cluster working. We explored alternative schemes and decided that other resources could be used in addition to our current Abacus scheme, rather than changing scheme altogether. We also continued to embed our marking policy for Maths and provide opportunities for pupils to build on their numeracy skills across the curriculum.

- We received training on Listening and explored opportunities for developing listening skills within our classrooms. Nearly all pupils now show improved listening skills.
- We re-introduced 'Canmoliaeth Cymraeg' as a system to reward pupils for their use of incidental Welsh.
- We held Prayer Weeks each term. All classes visited the Prayer Stations, set up by our 'Criw Addoli.' These were also enjoyed by our staff, parents and governors. Smaller Prayer Stations were also available around the school throughout the year, offering opportunities for prayer and reflection.
- We launched 'MAGIC' - our 5 ways to wellbeing initiative. We had a focus on a different letter of MAGIC each half term: M - Mindfulness, A - Active, G - Generous, I - Interested and C - Connected. Each "letter" was introduced during a whole school assembly. Each class then carried out activities based on each of the 5 ways to wellbeing and documented these in class scrap books.

### Key Priority 1 - What is our vision?

To raise standards of RVE across the school:

To ensure our teaching reflects our values, spirituality and ethics.

To ensure our planning considers the Church in Wales guidance.

Priority	Tasks	Resources	Completion Date	Who	Success Criteria
To improve standards of R.V.E across the school.	Audit current practices.	Supply 1x 1 day - £250	Nov 23	RH /Staff	All leaders fully understand current planning for RVE. Nearly all staff will use up-to-date resources to support RVE development. Nearly all staff have proficient skills to deliver RVE. Nearly all plans reflect clear opportunities to develop the guidance for CIW. Nearly all pupils make very good progress and reach their potential. Nearly all pupils use ICT /DCF strands well to aid and present RVE.
	Gain the views of pupils on RVE provision.	Staff/pupil meeting time			
	Meet with Education Officer for the Diocesan for advice /support.	Supply x1 pm -£120	Nov 23	RH/JD	
	Familiarise ourselves with the Church in Wales guidance.	Staff meeting time	Oct 23	RH/ Staff	
	Check the current coverage of RVE across the school ensuring continuity and progression.	Staff meeting time	Dec 23	RH /Staff	
	Audit resources to aid the teaching of RVE.	Supply 1x1 day £250	Jan 24	RH	
	Seek advice/visit schools for examples of good practice.	Supply 1x1 day £250	Jan 24	RH	
	Access training for staff.	Staff meeting time	March 24	All staff	
Investigate enrichment activities to enhance the RVE provision.	Staff meeting time	March 24	All staff		
Ensure the teaching of RVE develops cross curricular skills.		<u>PLG Grant</u> £4407 (shared across action plans)			

### Record of Monitoring and Evaluation

Monitoring	Evaluation
<p>Identify if tasks are on track or if there is repetition and what the reasons for this are.</p> <p>Identify implications for future planning.</p> <p>Monitor RE, through conversations and looking at planning.</p> <p>Monitor learning through looking at all resources available.</p>	<p>Report on how the scheme previously overlapped.</p> <p>Identify next steps.</p> <p>Use judgements to inform self-evaluation, from monitoring activities.</p>

## Key Priority 2 - What is our vision?

To further refine our school Curriculum:

To continue to ensure that our Curriculum helps to realise the aims of our whole school vision.

To refine methods of assessment, in line with Curriculum for Wales guidance.

Priority	Tasks	Resources	Completion Date	Who	Success Criteria
<p>To refine our curriculum, in line with the new Curriculum for Wales.</p> <p><b><u>Pedagogy</u></b></p> <p><b><u>Assessment</u></b></p>	Class Teachers to revisit Pedagogical Toolkit.	Staff meeting time	Nov 23	All Staff	Nearly all planning highlights opportunities for problem solving and critical thinking.
	Evaluate previous areas for development and share ideas/good practice as a staff.		Dec 23	All Staff	Nearly all pupils use critical thinking skills to solve problems and challenges.
	Collaborate and share ideas through the School Partnership Project (SPP).	<u>EIG grant</u> - TA Time for extra support £9598	Ongoing 2023-2024	All Staff plus staff involved in SPP.	Nearly all staff draw on a range of pedagogical approaches to deliver learning experiences.
	Check planning for learning opportunities linked to problem solving and creative/critical thinking.	<u>PDGR grant</u> Support Staff -extra hours per week until March 23 -£47150	Jan 24	Class Teachers	
	Audit resources for problem solving and creative/critical thinking.	<u>RRRS grant</u> -£13398 (PDGR)	Jan 24	LB	
	Add further learning opportunities (linked to problem solving and creative/critical thinking) into planning.	Financial resources across financial year	Jan 24	Class Teachers	
	Create a whole school display showing evidence of pupils using problem solving and critical thinking skills.	<u>PLG grant</u> £4407 (shared across action plans) -Teacher courses and time out	Feb 24	LB/All staff	
	To refine our Progress Tracker, to carry over narrative from 2022/2023 and to include specific assessment of progress in Literacy and Numeracy.	SPP Project - £3000 release time for staff	May 24	LB	
	To refine the format of Pupil Progress Reviews, to include our ALNCo and to allow time for discussion of Literacy and Numeracy skills.		Sept 23	NB/RH/LB	Nearly all pupils are aware of what they are learning to do (learning intention). Nearly all pupils can explain what steps they need to take to achieve (success criteria).
	Review current practice across the school and share ideas.	Supply Day £250	Oct 23	All staff	Nearly all pupils can take part in formulating their own success criteria.

<p>Investigate ways of setting individual pupil targets, encouraging input from the pupils.</p> <p>Trial individual target setting.</p> <p>Share learning intentions with pupils (visually and verbally).</p> <p>Share/formulate success criteria for tasks with the pupils, making sure pupils are aware of these prior to completing a task.</p> <p>Use "tickled pink" and "growing green" when assessing, to highlight achievements and next steps.</p> <p>Research further assessment for learning strategies - trial and evaluate - share findings.</p> <p>Make regular use of self and peer assessment across the curriculum.</p> <p>Use a growing range of assessment for learning tools (e.g., two stars and a wish, reflection triangle) to show progression.</p> <p>Ensure continuity and progression i.e. older pupils may sometimes make more detailed reflections of their work.</p>	<p>Staff meeting Time</p> <p>Resources - £500 Assessment for learning resources e.g. stamps.</p> <p>Training day x2 - Cluster Project</p> <p>Training £150 x3</p>	Jan 24	All staff	<p>Nearly all pupil books show evidence of different types of assessment for learning tools/strategies.</p> <p>Nearly all pupil books show evidence of regular self and peer assessment.</p>
		Jan 24	All staff	
		On-going	All staff and pupils	
		Feb 24	All staff and pupils	
		Ongoing	All staff and pupils	
		Ongoing	All staff	
		Ongoing	All staff and pupils	
		Ongoing	All staff/Pupils	

**Record of Monitoring and Evaluation**

Monitoring	Evaluation
<p>Identify if tasks are on track or if there is variation and what the reasons for this are.</p> <p>Identify implications for future planning.</p> <p>The record should inform evaluations.</p> <p>Constantly review and refine curriculum development, through conversations and looking at planning.</p> <p>Monitor assessment procedures and review accordingly.</p>	<p>Report on outcomes/impact.</p> <p>Refer to success criteria.</p> <p>Identify next steps.</p> <p>Use judgements to inform self-evaluation, from monitoring activities.</p>



### Key Priority 3 - What is our vision?

We aim to raise standards in Numeracy across the school:

We aim to develop pupils' numeracy skills across the curriculum.

We aim to utilise a wider range of resources/methods aimed at developing numeracy skills.

Priority	Tasks	Resources	Completion Date	Who	Success Criteria
To develop further the use of numeracy skills across the curriculum.	<p>Audit current teaching practices.</p> <p>Audit the use of numeracy skills across topic work.</p> <p>Adapt plans to ensure continuity and progression from class to class.</p> <p>Audit environments to ensure opportunities for numeracy skills evident.</p> <p>Use ICT to enhance teaching /pupil presentation.</p> <p>GwE to deliver training.</p> <p>Staff attend necessary training.</p> <p>Staff to plan numeracy skills into the curriculum.</p> <p>Use strategies across other areas of learning.</p> <p>Inform parents of new initiatives being taught.</p> <p>Parent workshop - how to help?</p> <p>Underperforming /FSM pupils identified and boosted.</p> <p>Challenge groups to further MAT pupils.</p> <p>Ensure pupils are involved in the planning.</p> <p>Ensure use of effective marking, involves pupils and moves their progress on.</p> <p>Revise ways of setting pupil targets.</p>	<p><u>Finance/Resources</u></p> <p>£500 supply cover</p> <p>Resources £500</p> <p><u>Staffing/Staff time</u></p> <p>Non-contact to amend plans.</p> <p><u>Meetings</u></p> <p>To share and discuss actions /evaluations.</p> <p><u>CPD</u></p> <p>In line with GwE</p> <p><u>EIG grant</u> - TA Time for extra support</p> <p>£9,598</p> <p><u>PDGR grant</u></p> <p>Support Staff -extra hours per week until March 23 -£47150</p> <p><u>RRRS grant</u> -£13398</p> <p><u>PLG Grant</u> - £4407 (shared across action plans)</p>	<p>On-going through 23-24</p> <p>On-going through year</p> <p>July 2024</p>	<p>NB /RH/LB</p> <p>Teachers</p> <p>NB (When training is available)</p> <p>Teachers /TA's</p> <p>Parents</p>	<p>All leaders fully understand current use of numeracy skills across the curriculum.</p> <p>Nearly all staff will use up-to-date resources to support numeracy skills development.</p> <p>Nearly all staff have proficient skills to deliver numeracy.</p> <p>Nearly all plans reflect clear opportunities to develop numeracy skills.</p> <p>Nearly all pupils use numeracy skills well across areas of learning.</p> <p>Nearly all parents/governors have good knowledge of how strategies are taught.</p> <p>Nearly all pupils make very good progress and reach their potential in applying numeracy skills in all areas.</p> <p>Nearly all pupils use ICT /DCF strands well to aid and present numeracy skills.</p> <p>All staff will follow effective feedback policy well.</p> <p>Nearly all pupils will know how to improve their work.</p>
Record of Monitoring and Evaluation					
Monitoring			Evaluation		
<p>Identify if tasks are on track or if there is variation and what the reasons for this are.</p> <p>Identify implications for future planning.</p> <p>The record should inform evaluations.</p> <p>Track progress, through pupil progress reviews.</p>			<p>Report on outcomes/impact.</p> <p>Refer to success criteria.</p> <p>Identify next steps.</p> <p>Use judgements to inform self-evaluation, from monitoring activities.</p>		

#### Key Priority 4 - What is our vision?

To raise standards in LLC across the school:

To raise standards of oracy and listening skills in Welsh.

To further develop opportunities for reading in Welsh.

Priority	Tasks	Resources	Completion Date	Who	Success Criteria	
To further develop standards of oracy.	Staff to complete a baseline of incidental Welsh in the classroom. (audit)	Staff Meeting time	Nov 23	Staff	Nearly all staff use incidental Welsh in and outside of the classroom well. Nearly all pupils use incidental Welsh in and outside the classroom well.	
	Review the continuum for incidental Welsh across the school.	Supply x1 day £250	Jan 24	Staff		
	Deliver "everyday language" sessions for Teaching Assistants/other staff.	Staff time	Jan 24	RH/Support staff	Incidental welsh across the school will be progressive from year to year.	
	Re-launch phase of the week.	Staff meeting time	Jan 24	Staff		
	Criw Cymraeg to support use of incidental Welsh in the classrooms.	Pupil meeting time	Jan 24	RH/ Criw Cymraeg		
	Criw Cymraeg to support use of incidental Welsh on the yard.	Pupil meeting time	Feb 24	RH Criw Cymraeg		
	To develop a wider range of reading opportunities.	Review timetables to ensure the teaching of welsh and Helpwr Heddiw.	0.5 supply £150	April 25	RH	Many pupils will increase their use of incidental Welsh on the yard.  All staff will teach incidental welsh well across the school.
		Teachers to attended courses - mat iaith/pegagogy/Helpwr Heddiw/drilling/reading.	Supply x3 days £750	Nov 23	All staff	
Teachers to feedback to staff on courses.		Staff meeting time	Nov 23	RH /all staff	Many pupils will read well using welsh language.	
Teachers to attend reading course. Teachers to feedback to staff after course.		Staff meeting time	April 23	All staff		
Purchase / Organise books in Key Stage 2 according to topics.		Cluster project money £600			Reading materials will be progressive throughout the school.	
	Develop activities linked to reading.					

					Nearly all pupils will access good reading activities in welsh.
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**Record of Monitoring and Evaluation**

Monitoring	Evaluation
<p>Identify if tasks are on track or if there is variation and what the reasons for this are.            Identify implications for future planning.            The record should inform evaluations.            Constantly review and refine curriculum development, through conversations and looking at planning.            Monitor assessment procedures and review accordingly.</p>	<p>Report on outcomes/impact.            Refer to success criteria.            Identify next steps.            Use judgements to inform self-evaluation, from monitoring activities.</p>



### Learning to Learn Tasks 2023-2024

#### **Science and Technology**

- Teachers to plan opportunities for making prototypes.
- Teachers to plan opportunities to develop coding skills according to progression steps.
- Cluster to purchase devices to enable coding at Progression Step 3.
- Teachers to plan opportunities to develop science curiosity.

#### **Expressive Arts**

- Teachers to consider how we record/provide evidence of art specific activities.
- Plan whole school artist visits to enhance learning.
- Teachers to consider how we evidence dance activities.
- Plan opportunities for dance workshops from outside agencies.
- Teachers to provide opportunities to observe different elements of drama to include directing and technical theatre.
- Teachers to consider using more film and media to enhance expressive arts teaching.
- Plan opportunities for pupils to experience different music workshops.

#### **Humanities**

- Purchase a selection of books suitable for older pupils.
- Develop a further understanding of human rights.
- Find further opportunities for Cynefin (belonging).

#### **Health and Well Being**

- Continue to form links with local community, e.g. dentist.
- More after-school clubs, including third-parties coming in to deliver sessions.
- Continue to participate in more P.E tournaments within cluster.
- More opportunities for outdoor learning.
- Support for staff of check-in opportunities /wellbeing reviews with SLT/wellbeing lead
- More systematic use of wellbeing assessments to understand wellbeing needs
- Continue to increase books and resources to support emotional literacy in classes
- Continue to embed the 5 ways to wellbeing
- Train and use TAs to do more Lego groups in KS2
- Look at RSE code of practice and how to integrate into curriculum alongside planned lessons
- Daily physical literacy e.g. Go Noodle/Just Dance/ Cosmic kids/ Mindful Moments
- Develop use of learning sheds

