

Mary Immaculate Catholic Primary School

Living and learning in the light of Christ

School Plan



Development

2023-24

Grant Spending

Grant	Purpose	Grant spend
Regional Consortium School Improvement Grant (RCSIG) and Professional Learning	<i>To improve educational outcomes for all learners and reduce the impact of deprivation on learner outcomes by improving the quality of teaching and learning, addressing learners' barriers to learning and improving inclusion, improving the leadership of</i>	<ul style="list-style-type: none">• Release teachers for PL opportunities aligned with the SDP (RED, Outdoor learning)• Release teachers for school-school collaboration• Release teachers for lesson study

<p>Grant (PLG) 2023/24 (green in SDP where relevant)</p> <p>£12,001</p>	<p><i>educational settings, and improving the provision for learners and the engagement of learners. To meet the demands of the National Approach to Professional Learning and practitioners to make changes to practice in advance of the realisation of the new curriculum.</i></p>	<ul style="list-style-type: none"> • Voice 21 • Release teachers for development of RED • Development work of Catholic School Improvement Group • Cover of CCRS modules
<p>Pupil Development Grant (PDG+EYPDG) 2023/24 Allocation (blue in SDP where relevant)</p> <p>£33,350</p>	<p><i>Continuum of statutory school age PDG allocation; breaking the link between disadvantage and educational attainment.</i></p> <p><i>Additional resource for PDG Early Years allocation; breaking the link between disadvantage and educational attainment for pupils aged 3 – 5</i></p>	<ul style="list-style-type: none"> • Engage partners to provide highly motivating extra-curricular opportunities for learners • Additional support staff to provide early intervention for speech, language, communication and play • GL assessments to identify learner needs • ELSA support
<p>Recruit, Recover and Raise Standards Grant (RRRS) 2023/24 (yellow in SDP where relevant)</p> <p>£12,611.31</p>	<p><i>To recruit and deploy additional human capacity to support learners in addressing their needs following the initial COVID-19 crisis and period of school closure.</i></p>	<ul style="list-style-type: none"> • LSA intervention for catch-up literacy • LSA intervention for speech and language

Our Priorities

Priority 1

Priority Lead: Hannah Williams, Kelly Joseph and Menna Kerrison **Link Governor:** Sue Roberts **Pupil Group:** Department of Spiritual Life

Develop to the religious life of the school **Supported by RCSIG**

Success criteria:

- CLM 1.4 : Pupils are actively engaged in responding to the demands to the demands of Catholic Social Teaching supporting those in need locally, nationally and globally. They can articulate aspects of the theology underpinning their actions.
- CLM 2. 8 : The chaplaincy provision is strong in its support to the life and mission of the school. It is evidence of the school's commitment to the education of the whole person and to helping each to discover their own vocation. As a consequence, the school provides a range of well-planned and effective opportunities for the spiritual and moral development of pupils and staff.
- CLM 3.7 : The whole of the taught curriculum, with religious education at its core, is an expression of the Catholic understanding of reality. Leaders of different subject areas work together to plan opportunities to make connections between discrete subject areas that support this understanding.
- RE 1.2 : Pupils make good progress in knowing more, remembering more and doing more when measured against the planned curriculum for each year group. As a result, pupils, including disadvantaged pupils and pupils with SEND, achieve well in all age-phases and most years.
- RE 2.5 - Celebration and Feedback : Pupil effort is often celebrated leading to good levels of motivation from pupils. Teachers provide pupils with feedback which ensures that most pupils understand what they need to do to make progress in their learning.
- RE 3.1 – RED : Leaders and governors ensure that the school curriculum for religious education is a faithful expression of the Religious Education Directory. The religious education programmes and/or resources used are selected for their ability to deliver the curriculum aims set out in the Directory.
- CW1.3 Collaborative planning, pupil leadership and evaluation : Pupils work well with others, such as teachers, other pupils and chaplains, to prepare engaging experiences of prayer and liturgy. Due to the school's provision of liturgical preparation for pupils, they undertake liturgical ministries willingly and are involved in evaluating the quality of the prayer and liturgy they have planned.
- CW2.1 Centrality : Appropriately planned prayer and liturgy are central to act life of the school and form part of the routine gatherings of pupils, staff or leaders. Significant moments of joy and sorrow are identified and celebrated in prayer.
- CW3.3 Scripture : Leaders have an awareness of Holy days specific celebrations and use this effectively in their own Collective Worship.

Previous Section 50 recommendations:

- R1 To develop differentiation in RE and provide opportunities for a wide range of creative activities to meet the needs of all learner's (including MAT pupils) and meet curriculum requirements including the use of IT within RE.
- R2 To focus on the development of spontaneous and pupil developed prayer and worship within the school and to encourage the use of the Grotto for prayer and reflection.
- R3 Embed the whole school marking policy within RE and include in it the development of meaningful marking of religious content.

Priority 2

Priority Lead: Lisa Priestley **Link Governor:** TBC **Pupil Group:** Department of Health and Wellbeing

Develop pupils' skill effectively through outdoor learning (Supported by RCSIG and RRRS)

Success criteria:

- All learners will have regular access to outdoor learning
- Establish a vertical slice group to lead the development of the school grounds to support outdoor learning opportunities
- Teachers identify purposeful opportunities to introduce and consolidate learning using the outdoors

Recommendation from Estyn:

- Ensure that outdoor learning develops pupils' skills effectively and provides a suitable level of challenge for all pupils

Priority 3

Priority Lead: Lisa Priestley **Link Governor:** TBC **Pupil Group:** Department of Curriculum

To develop and embed Curriculum for Wales' principles and practices (Supported by RCSIG, PDG)

- Develop learner effectiveness
- Ensure that feedback from teachers targets the next steps in pupils' learning effectively and that pupils have regular opportunities to improve their own work.

Success criteria:

- Curriculum plans are reviewed and developed in light of the principles of progression.
- Learners become increasingly more effective
- Teachers provide feedback that targets the next steps in pupils' learning effectively
- Pupils have regular opportunities to review their work
- There is a clear, purpose-led, child-centred approach to CfW including RSE
- All stakeholders are consulted and have a voice in the revised vision for the school. The renewed vision is understood by all stakeholders, and they have a shared ownership of its development
- Systems to understand and develop learner progression at individual and group level are reviewed and developed (developing a shared understanding of progression within the school, with cluster colleagues and wider colleagues and stakeholders).
- All pupils will have the opportunity to have their voice heard and contribute to their own learning experiences.

Recommendation from Estyn:

- Ensure that feedback from teachers targets the next steps in pupils' learning effectively and that pupils have regular opportunities to improve their own work

Priority 4

Priority Lead: Headteacher **Link Governor:** TBC **Pupil Group:** Cabinet

To develop leadership in supporting improvement through school to school collaboration (Supported by RCSIG)

Success criteria:

- Teachers will support the development of curriculum, pedagogy and assessment beyond their classroom and school.
- Leaders will support across schools in delivering professional learning, and supporting monitoring and evaluation for school improvement
- Teachers will share practice to impact beyond their own classrooms, developing a shared understanding of learner progression.

Embedding implementation: To support the embedding and development of previous priorities (now into Y2/3 of implementation) we will

- Continue to develop and embed Voice 21 approaches
- Develop a range of pedagogical approaches in maths teaching
- Develop pupils' Welsh oracy skills through 'slot drillio' sessions and MARS EARS approach