



School Development Plan Summary 2024-27

All schools in Wales are required to develop School Development Plans, as set out in The Education (School Development Plans) (Wales) Regulations 2014. School improvement guidance, issued in 2022, ensures School Development Plans are developed within the context of evaluation, improvement and accountability. As part of that guidance schools are required to share a summary of their plan.

All schools must take account of the two national national priorities, when setting their improvement priorities:

- improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience
- reducing the impact of poverty on pupils' progression and attainment

Our Vision

- **We aim to promote and maintain a happy and positive school family in which everyone feels safe, welcome and respected.**
- **We provide a genuinely broad curriculum through which literacy and numeracy skills, digital competence, multilingualism, humanities, sciences and the arts, physical and mental wellbeing, and other life skills, such as respect for the environment and each other, are valued and developed.**
- **We believe that we must nurture kindness, curiosity, confidence, initiative and resilience in children in order to provide opportunities for them to lead rewarding and fulfilling lives.**

Our Aims

- **Become literate and numerate, orally articulate and to develop overall good communication skills;**
- **Develop their bilingual skills in Welsh and English and to have a knowledge and respect for the country in which we live;**
- **Become good global citizens, with a sense of fairness, cultural identity and a respect for other people's cultures and traditions;**
- **Develop a positive and increasingly independent attitude towards learning and to develop curiosity, perseverance and confidence in their ability to succeed;**
- **Develop the practical knowledge and skills they will need in order to meet life's challenges and be resilient in their approach;**
- **Develop high self-esteem and be proud of who they are;**
- **Possess ambition and aspirations, an enthusiasm for life and optimism for their future possibilities**
- **Enjoy developing their individual talents and skills through a range of exciting and diverse experiences**

Things we celebrate...

We pride ourselves on our strong sense of inclusion. We strive to make sure everyone is welcome and feel they belong to our school family. We challenge discrimination where it occurs

Family engagement is something that we value. We offer a wide range of opportunities for parents and guardians to go beyond involvement in school life, to actual engagement in children's learning.

We value the diversity of our school family. We aim to celebrate and learn from the wide variety of cultures and languages that make up St Thomas. We are an anti-racist organisation



We are recognised for our inclusive practices for supporting those with Additional Learning Needs. We ensure staff are upskilled to support the needs of all learners

We believe that children are encouraged to be the best they can be and as such demonstrate effective progress during their time in our school

We believe that whole school wellbeing is a central feature of what we do. We believe that unless children are supported holistically, they cannot progress academically

Areas for Development...

Further diversify the curriculum consistently across the school

Meeting the increased needs of our younger pupils with ALN and refine monitoring processes for all vulnerable learners

Continuing to build on attendance and punctuality



Performance Management of teachers needs to change in line with new Welsh Government guidance

Continue to refine opportunities for children to lead their learning and develop independence

Focus on pedagogy and embed updated assessment and feedback approaches to support pupils to make progress

Progress against 2023 Estyn Recommendations

Sharpen self-evaluation to focus clearly on improving teaching and children's learning

We took note of Estyn's comment that we were trying to do too much, without a clear enough focus. We have revised our Learning Review process, moving from six to four reviews in a year, and focussing on pertinent specific whole school questions, rather than focussing on a particular AOLE each time. This new approach was piloted during 23-24 and has been implemented during the 24-25 academic year. We have also introduced 'State of the Nation' presentations for each AOLE in September, with each Curriculum Lead setting out specific targets for each AOLE in the year ahead.

Ensure that feedback and assessment support children to make meaningful improvements to their work

We simplified our feedback to learners, removing the for children to respond to teachers' comments. We gathered children's views and read research relating to feedback. As such it was recognised that verbal feedback at the point of learning is better than written feedback after the event. However, we decided to retain our 'Tiny Task' approach as a means for children to engage in feedback and help them to progress their learning. Similarly, with regards to assessment, the Senior Leadership Team engaged in research and guidance, and clarified our approach for teacher, peer and self assessment. As a result, we will refocus our teaching around Assessment for learning strategies during the 24-25 academic year.

Refine the provision for independent learning across the school to challenge children suitably

We spoke to children and staff regarding our COOL approaches and found that the majority like the challenge offered. However, we have diversified the approach and are currently trialling it during 24-25 academic year. We have also introduced some project-based learning opportunities that lend themselves to children leading their learning, while challenging themselves to develop skills. These ROWND projects are also being trialled during 24-25

Achievements against 2023-24 priorities

- Development of financial literacy
- Further exploration of anti-racism
- Revision of Self Evaluation processes
- Extension of multi-lingual opportunities
- Whole class music opportunities for Y3 up
- Develop learning opportunities outdoors
- Develop fundamental movement skills – data used as good practise case study
- Extended coding opportunities in collaboration with Partneriaeth
- Purposeful use of Inclusive literature
- Think Equal – Social and Emotional literacy for EY.
- Improved attendance – 2% increase
- Effective use of PACE to support dysregulation
- Introduced the roles of Inclusion Assistant and Family and Community Engagement Assistant

Our School Priorities and Actions for 2024-25...

1. Vision and Leadership

1.1 To update the Professional Development Review Process for teachers and teaching assistants, in line with new guidance

1.2 To develop enhanced provision for pupils with ALN, in N – Y1, and explore new assessment tools to support ALN progress throughout the school

To achieve the above priorities, we will access Professional Development guidance and provide training opportunities so staff are clear on their responsibilities, as well as the collective responsibility of the school. We will visit other schools to explore their provision for EY children with ALN and develop suitable environments in school. We will consider ways of monitoring the progress of children with ALN by exploring different assessment tools.

2. Curriculum, Learning and Teaching

2.1 To further extend pupil progress through effective pedagogical practices, and embed refined feedback and assessment opportunities to support meaningful improvement in learning

2.2 Further refine pupils' independence, and provide suitable challenge to all pupils, by exploring executive function and life skills

To achieve the above priorities, we will explore the Principles of Progress, as set out in Curriculum for Wales. We will engage in the refinement of pedagogical practices, such as questioning, to aid progress. We will fully embed Assessment for Learning opportunities and a refined approach to feedback. We develop a new curriculum, assessment and feedback policy. We will extend knowledge of executive functioning skills, and essential life skills and explore opportunities to develop them to promote independence across the curriculum. We will consider opportunities for tracking such skills to support progression

3. Well-being, equity and inclusion

3.1 To ensure pupils' curriculum experiences reflect our diverse world and embed anti-racism in all aspects of school life

To achieve the above priorities, we will ensure senior leader and governors engage in relevant anti-racism training. We will further diversify our curriculum and embed anti-racist principle. We will set up a diversity pupil voice group to celebrate diversity in our school family and beyond.

External Support

- Engage with relevant guidance and resources from Welsh Government and the Local Authority
- Access Professional Learning opportunities where appropriate
- Provide time and opportunities for collaboration beyond the school

Potential Priorities for 25-26 & 26-27

Respond to any new guidance issued by Welsh Government and other opportunities as they present themselves

Schools must produce a high-level plan for the current academic year and potential priorities for the next two years. Future priorities indicate a direction but can change

Further develop outdoor spaces and overall provision to meet the changing needs of learners



Attempt to maintain standards and provision with reducing a budget

Raise attendance to at least 95%

Continue to develop Welsh language skills