

Targets and Strategies for Our Priority Areas

Year 1: 2022-2023

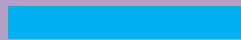



Our Immediate Priorities

**By the end of July 2023, we aim to ensure that:
(Including addition of Estyn recommendations Dec 2019)**

1	Develop the multi-cultural element and Welsh Dimension of RVE across the school
2	To further develop problem solving skills to reflect authentic and purposeful learning opportunities (including R3. Ensure that key stage 2 pupils have more opportunities to decide how and when to use the skills they have acquired)
3	To raise standards in core subjects by deepening and extending Oracy in LLC and enhance opportunities for pupils to use and develop their Welsh Oracy skills beyond designated Welsh lessons

4	Embed our New Curriculum whilst enhancing the Welsh dimension across all subjects.
5	Raise the attendance rate

Priorities for 2021 – 2022

Priority: 1 To raise standards in core subjects by deepening and extending vocabulary use across the curriculum Key Question and Quality Indicator: 2.1 Wellbeing 3.2 The breadth, balance & appropriateness of the curriculum, 4.2 Personal development 5.1 Quality and effectiveness of leaders and managers				Related to the Post Estyn Inspection Plan: Success criteria in terms of standards or quality: Nearly all children are engaged and participate enthusiastically in lessons and extend their vocabulary use across the curriculum			
Internal Accountability: A. Jones/ M. Mort / E. Brannigan / C. Thompson/ J. Stack		Accountability to the Governing Body: Paul Relf / Eugene/ Maria					
Very good progress		Strong progress		Satisfactory progress		Limited progress	
Actions		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost

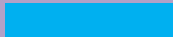



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How can the wider community of the school enrich the priority?





All stakeholders will be involved senior leaders will monitor progress in partnership with governing body.
Liaison with diocese and Cardiff Diocese, local community and cluster.
Governors, Parents and local community feedback and review lessons for the year.

Priority 2: To develop problem solving skills to reflect authentic and purposeful learning opportunities (including R3. Ensure that key stage 2 pupils have more opportunities to decide how and when to use the skills they have acquired) Key Question and Quality Indicator: 1.3 Standards and progress in skills 2.2 Attitudes to learning 3.1 Quality of teaching 3.2 The breadth, balance & appropriateness of the curriculum, 4.2 Personal development 5.1 Quality and effectiveness of leaders and managers				Related to the Post Estyn Inspection Plan:			
				Success criteria in terms of standards or quality: Standards will continue to develop and pupils will make expected progress at end of year group. Increase numeracy skills and opportunities for enterprise and creativity within the curriculum.			
Internal Accountability: C. James / M. Mort / R. Weaver / J.Stack		Accountability to the Governing Body: P. Relf / A. Scannell					
Very good progress		Strong progress		Satisfactory progress		Limited progress	

Actions	Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
How can the wider community of the school enrich the priority?						
All stakeholders will be involved senior leaders will monitor progress in partnership with governing body. Partnership working will be promoted with Challenge Advisor.						

Priority: 3 To develop a whole school framework for emotional well-being and mental health using new AoLE for Health and Well-Being Key Question and Quality Indicator: 1.3 Standards and progress in skills 2.2 Attitudes to learning 3.1 Quality of teaching 3.2 The breadth, balance & appropriateness of the curriculum, 4.2 Personal development 5.1 Quality and effectiveness of leaders and managers				Related to the Post Estyn Inspection Plan:			
				Success criteria in terms of standards or quality: A strengthened curriculum with wellbeing at it's heart evident at St Joseph's through evidence of planning, work and pupils' attitudes to and enjoyment of learning.			
Internal Accountability: J. Reed / C.James/ R. Torrance/ M.Mort/ J.Stack		Accountability to the Governing Body: Paul Relf / Eugene Scourfield					
Very good progress		Strong progress		Satisfactory progress		Limited progress	

Actions	Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
<p>How can the wider community of the school enrich the priority?</p> <p>All stakeholders will be involved senior leaders will monitor progress in partnership with governing body. Partnership working will be promoted with Challenge Advisor.</p>						

Priority: 4 R2. Enhance the opportunities for pupils to use and develop their Welsh oracy skills beyond designated Welsh lessons Key Question and Quality Indicator: 1.3 Standards and progress in skills 2.2 Attitudes to learning 3.1 Quality of teaching 3.2 The breadth, balance & appropriateness of the curriculum, 4.2 Personal development 5.1 Quality and effectiveness of leaders and managers				Related to the Post Estyn Inspection Plan:			
				Success criteria in terms of standards or quality: More evidence of bilingualism and Welsh oracy used confidently and competently around the school.			
Internal Accountability: SLT & Rhian Weaver.		Accountability to the Governing Body: Paul Relf					
Very good progress		Strong progress		Satisfactory progress		Limited progress	
Actions		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost

<ol style="list-style-type: none"> 1. Discuss Estyn recommendation R2. Enhance the opportunities for pupils to use and develop their Welsh oracy skills beyond designated Welsh lessons and discuss how best to improve our bilingualism round the school – create a strategic vision for school for where and how. 2. Review current provision for bilingualism at St Joseph's. 3. Look at planning - Check for coverage and breadth of experiences. 4. Adds session looking at bilingualism and the use of Welsh oracy particularly in the hall, PE & Games sessions and outdoors. 5. Developing the role of Criw Cymraeg including the filming of Patrwm yr Wythnos to be shown in assemblies and uploaded to school website. Also developing the use of Welsh oracy 'Speed Games' led by Criw Cymraeg. 6. Identify and provide the required professional learning in order for Year Group expectations to be attained eg: <ul style="list-style-type: none"> • Pupil involvement in planning learning • Differentiation – appropriate challenge and support • Setting and evaluating differentiated success criteria • Developing key skills • Asking open questions 7. Monitor use of Welsh oracy skills. 8. Monitor the impact regularly of Welsh oracy skills and report to staff and governors on progress on a termly basis e.g. Observe lessons (e.g. PE & Games) and review teachers' short term planning 	<p>All staff</p> <p>Monitoring =MM, JS, AJ & RW.</p>	<p>Term One •</p> <p>This priority was only identified and added as a recommendation from October 2019 Estyn Ispection – Publication date 9/12/2019.</p> <p>Create a strategic vision for the school between all staff.</p>	<p>Term Two •</p> <p>Baseline established through pupil survey, planning scrutiny, learning walk, work scrutiny and PP meetings.</p> <p>In house training for teachers by facilitators including Welsh in Education Officer.</p> <p>Coordinator and Criw Cymraeg working with Pontarddulais cluster to develop the use of oracy games.</p>	<p>Term Three •</p> <p>Progress established through planning scrutiny, lesson observation, work scrutiny and PP meetings.</p> <p>Success of action research project established through staff and pupil survey, planning scrutiny, learning walk, work scrutiny and PP meetings</p>	<p>Adds training on bilingualism.</p> <p>Adds session from Welsh in Education Officer.</p> <p>Developing links with Pontarddulais cluster for sharing good practice.</p>	<p>£0</p> <p>£0</p> <p>Cost of a minibus to Penllergaer Primary for Speed Games morning.</p> <p>Resource allocation for resources.</p>
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<p>and evidence of the development of oracy. Track the progress of pupils using the INCERTS system.</p> <p>9. Review the impact of the action research project.</p> <p>10. Share findings with governors, parents and other schools.</p>						
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<p>Priority: 5</p>	<p>Related to the Post Estyn Inspection Plan:</p>
<p>R4. Raise the attendance rate</p>	<p>Success criteria in terms of standards or quality:</p> <p>Improve pupils’ average attendance enough to increase quartile</p>
<p>Key Question and Quality Indicator:</p> <p>1.3 Standards and progress in skills 2.2 Attitudes to learning 3.1 Quality of teaching 3.2 The breadth, balance & appropriateness of the curriculum, 4.2 Personal development 5.1 Quality and effectiveness of leaders and managers</p>	
<p>Internal Accountability: JS/MM</p>	<p>Accountability to the Governing Body: Paul Relf</p>

Very good progress		Strong progress		Satisfactory progress		Limited progress	
Actions		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
<ul style="list-style-type: none">Analyse attendance data and look at groupsDiscuss the school’s current / previous performance and future priorities with the EWO to review possible further lines of enquiry after the Covid pandemic.School gates to be shut at agreed time to ensure that all ‘lates’ enter the school office and record lateness.Ensure no holidays are authorised under 95%To further develop the role of all staff and GB in applying the attendance policy to inform school improvement and to raise standards.		JS/MM	Create groups in INCERTS and monitor based on last years data	Meeting with DH/ staff Look at groups and previous terms attendance	Anlayse attendance data for year identify issues and target for 2020-21	Adds sessions	Incerts training
		JS/ SR	Weekly meetings with EWO And records of interventions kept	Weekly meetings with EWO And records of interventions kept	Weekly meetings with EWO And records of interventions kept	N/A	N/A
		JS/ sec	Inform and keep parents up to date with all procedures of attendance including lateness/ holidays – attendance leaflets sent home Autumn term and colour coded cards	EWO to visit parents meeting and talk to parents Colour coded cards	Inform and keep parents up to date with all procedures of attendance including lateness/ holidays. Colour coded cards		
			Attendance on agenda of staff meetings and community governors Feedback termly in HT report	Attendance on agenda of staff meetings and community governors Feedback termly in HT report	Report on attendance from GB in GB parents Report		

<ul style="list-style-type: none"> Adopt a more robust system allowing 'fast tracking' to EWO for families who have not made improvements in attendance and/or punctuality. Reduce lateness and increase attendance particularly of group 80-90% Amend action plan and review in January of each year. 		<p>Weekly meeting with EWO Data collection and analysis of under 90% pupils and letters sent.</p> <p>Implement action plan</p>	<p>Weekly meeting with EWO Data collection and analysis of under 90% pupils and letters sent.</p> <p>Look at data and rewrite action plan after analysis</p>	<p>Weekly meeting with EWO Data collection and analysis of under 90% pupils and letters sent</p> <p>Implement action plan</p>		
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Policy Reviews