



School Development Plan 2024-2025 Summary

School Improvement Priority	Success Criteria
To develop a love for reading across the school	<ul style="list-style-type: none"> • Pupils are enjoying reading for pleasure and are enthused about reading books from a variety of genres • Parents, teachers and pupils use reading records to record reading achievements • Pupils enjoy taking part in our Bookopoly whole school initiative • Pupils have a choice of a variety of genres when choosing reading materials to read. • Guided and reciprocal reading are consistently planned for, are purposeful, managed well and well resourced. • Other areas within classrooms are enhanced with appropriate reading materials (continuous provision) • Every class uses the school library each week and can access a book to take home on loan. • Reading attainment remains high across the school. Less able pupils and RADY pupils make speedy progress due to greater access to reading materials.
To continue to develop feedback to support pupils to make progress in learning	<ul style="list-style-type: none"> • Questioning enables students, with the help of their teachers, to find out what their next steps are and how to improve the quality of their work • Teachers provide feedback to each student about how to improve their learning, whether verbally, written or in whole class feedback / pit stops • Pupils understand what successful work looks like for each task they are doing due to excellent WAGOLs • Pupils become more independent in their learning, taking part in peer assessment and self-assessment regularly and consistently • Pupils are confident in identifying the next steps in their learning • Summative assessments are also used formatively to help pupils improve e.g. retrieval practice, low stakes quizzing, WNTs and GL and adaptive systems.

<p>To collaborate with church schools to create an RVE framework</p>	<ul style="list-style-type: none"> • Robust connections exist between Religious and Values Education (RVE) and other disciplines within the Humanities, as well as with various other academic areas. • Central concepts, serving as sub lenses, play a pivotal role in helping learners decipher and interpret human experiences, the natural world, and their individual roles within this broader context. • RVE leaders from church in Wales schools are developing an RVE Framework to support teachers. This is a long-term project that will be shared in phases based on the RVE sub lenses. • RVE no longer stands alone. It is delivered intertwined throughout our curriculum at St. Oswald's. • During the Autumn Term, an Archbishops' Young Leader Award after school club for year 1 and 2 pupils will be delivered weekly. • Pupils in year 5 and 6 will have achieved the Archbishops' Young Leader Award. • Learners are presented with numerous opportunities to delve into RVE concepts through a variety of sub lenses, collectively forming the comprehensive RVE disciplinary lens. • The integration of thought-provoking Big Questions serves to stimulate lively discussions and deeper contemplation. • Pupils are inquisitive and ask their own Big Questions to deepen their understanding of all religions, beliefs and traditions. • We embark on our inspiring journey with the Peace Mala initiative, fostering an environment of understanding and unity.
<p>To encourage our learners to become scientists of the natural world</p>	<ul style="list-style-type: none"> • Equipment / resources are appropriate to support practical work and the delivery of effective science lessons • Rich texts to enhance learning and reading opportunities • Practical activities including when delivered outdoors encourage pupils to develop a love for science • Pupils are taught subject knowledge, pupil are encouraged to draw conclusions, make predictions and analyse results • Science is planned for progressively across the school building on prior knowledge and skills • The outdoor learning environment is used as a catalyst for practical activities