

The Federation of St Cuthbert's & St Sebastian's Catholic Primary Schools

School Development Plan - September 2022

Introduction

As catholic schools, we are instruments of the catholic church and are committed to serving our communities with compassion, drive and ambition. This document has been collated by Federation SLT, teaching staff and governors and has been devised as a working document, with the contributions and ownership of all stakeholders.

We continue to address priorities in light of recovery and catch up. Our children have undergone various levels of trauma, and continue to do so. We continue to witness a huge influx of mental health issues amongst our pupils, and an extremely high level of children with complex SEND needs (exceeding the national average). The repercussions and consequences of the pandemic continue to dominate school life though we are determined to reduce its impact and endeavour to achieve our vision in providing the highest quality educational experience for all of our children. Our priorities focus on improving and maintaining high standards of attendance, attainment and achievement, all within the context of the overriding priority of our pupils' wellbeing and safety.

The vision of both head teachers is for both schools to prosper in light of their commitment to the soft federation of St Cuthbert's and St Sebastian's Catholic Primary Schools. Collaboration, shared expertise and commitment to achieving and maintaining high standards will continue to unite us, enabling us to grow. With the guidance, support and skill set of our Governing Body, we look forward to embracing and overcoming the challenges of this new academic year.

The SDP will focus on

- The Quality of Education: Religious Education, Curriculum, Teaching, Learning & Assessment, SEND, Reading
- Behaviour & Attitudes: Behaviour, Attendance
- Personal Development: RSHE, PSHE
- Leadership & Management: Health & Wellbeing of Staff, Mental Health of Pupils, Governance, Safeguarding, E-Safety, School Business Management Early Years :Effectiveness Standards & pedagogy

Accompanying this document is the Leadership Priorities of subject leads outlining subject leaders' actioning for the academic year.

Claire Bellis-Knox
Head Teacher
St Cuthbert's Catholic Primary School

Jacqui Mulligan
Head Teacher
St Sebastian's Catholic Primary School

Wellbeing Mission Statement

2022-2023

The Governors of the Federation of St. Cuthbert's and St Sebastian's Catholic Primary Schools, incorporating the Field of Dreams Nursery and Extended Schools are committed to the long term Health & Wellbeing of all within our school communities. We fully support strategies which ensure the long-term health and wellbeing of all. We value the voice of all stakeholders, in shaping and improving our communities. The protection and promotion of this is reflected in our dedication to the Gospel value of acceptance, love and forgiveness.

"A peaceful heart leads to a healthy body." – Proverbs 14:30

Statement of Commitment

The community of St Cuthbert's, St Sebastian's and the Field of Dreams Nursery are committed to creating an environment, which promotes health and wellbeing for our pupils, staff, parents and governors. By facilitating this through our Christian faith and values, this allows our community to flourish and achieve their full potential, through body, mind and spirit.

Signed.....

Dated.....

All members of the SLT and Governors

The Quality of Education	
RE	
Whole school action	Designated lead(s)
To provide a high quality RE curriculum embedding Catholic Social Teaching to empower our students and reflect our school ethos.	Kate Howell (SS) Lauren Murphy (SC)
Key priorities	
<ul style="list-style-type: none"> · To become accredited with the CAFOD Live Simply Award across both schools. · To promote catholic life through the whole school community masses, services and collective worship. · To assess and monitor RE each term through formal assessment evidence and moderation. 	

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To become accredited with the CAFOD Live Simply Award across both schools.	To lead a Mission Day across our schools which encourages our children to act 'simply, sustainably and in solidarity with the poor'.	Completion of CAFOD Live Simply School Action Plan	KH & LM CBK & JM	All School Staff, Fr. Liam, Governors, Parish & Local Community	Autumn 1	Summer 2

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	<p>Guide staff throughout the year in the delivery of tasks and activities, engaging with our local community to meet the accreditation criteria.</p> <p>Liaise with CAFOD to deliver Catholic Social Teaching (CTS) workshops to enhance the provision within school.</p> <p>To attend relevant training opportunities to develop coordinator CPD.</p>	<p>Whole School Blessing with Fr. Liam</p> <p>Communal Live Simply display</p> <p>Website updated to showcase our new journey with parents and our local community</p> <p>Class cover when attending training</p>				
To promote Catholic Life through whole school community Masses, Services and Collective Worship.	<p>To collect collective worship planning/resources and monitor twitter evidence.</p> <p>To encourage class staff to support children in sharing their</p>	Ten:Ten Programme	KH & LM CBK & JM	Teaching Staff, RE Governors	Autumn	Summer

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	voice and ideas for Collective Worship, Masses and Services					
To assess and monitor RE each term through formal assessment evidence and moderation.	<p>To familiarise staff with moderation guidance provided from the Archdiocese.</p> <p>Dedicate twilight time to support staff in termly moderation of RE with year group partners.</p>		<p>KH & LM</p> <p>CBK & JM</p>	Teaching Staff, RE Governors	Autumn 2	Summer 2

The Quality of Education Curriculum	
Whole school action	Designated lead(s)
To continue to improve curriculum design & coverage; providing a creative, broad and balanced curriculum offer for our pupils.	<p>Claire Bellis-Knox: Head Teacher (St Cuthbert's)</p> <p>Jacqui Mulligan: Head Teacher (St Sebastian's)</p> <p>Danielle Garvey: Curriculum Lead</p> <p>Leanne McCormick: Curriculum Lead</p>
Key priorities	

- To continue to develop and sustain both a reading rich and vocabulary rich curriculum.
- To adapt the structure of foundation subject lessons; embedding retrieval practice and review of prior learning & new content taught.
- To adapt the planning and delivery of all subjects to meet pupils' varied learning styles and their SEMH needs including allocating appropriate space to facilitate this.

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To continue to develop and sustain a reading rich curriculum.	See Quality of Education: Reading		MR, LL, HD, CBK, JM	All teaching staff	Ongoing	
To continue to develop and sustain a vocabulary rich curriculum.	<p>Continued Implementation of Vocabulary in the Curriculum Project.</p> <p>INSET 02.09.22 dedicated to retrieval practice and vocabulary development. Staff trained on varied approaches to pre-teaching and embedding rich vocabulary throughout all subjects.</p> <p>To monitor the delivery of all subject areas.</p>	SIL Offer	LMcC, DG, CBK, JM, LL, HD	All teaching staff	Ongoing	

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To adapt the structure of foundation subject lessons; embedding retrieval practice and review of prior learning & new content taught.	<p>Whole school planning for effective retrieval practice.</p> <p>NSET 02.09.22 dedicated to refining medium term planning to outline clear prior learning links. Revised structure of all foundation subjects - Retrieval G New Content G Review.</p> <p>Monitoring of delivery of foundation subjects to take place - Curriculum Leads</p>		KL, JD, CBK, JM, LMCC, DG	All teaching staff	Ongoing	
To adapt the planning and delivery of all subjects to meet pupils' varied learning styles and their SEMH needs.	<p>Regular, dedicated time allocated to staff for collaborative planning and discussions to inform provision.</p> <p>Termly monitoring from Subject Leads and Curriculum Leads.</p>	<p>Cost of Outdoor Learning Space - £175,000 (approx.)</p> <p><i>*When budget balances are confirmed we will commence procurement exercise</i></p>	LMCC, DG, CBK, JM, Subject Leads	All teaching staff	Ongoing	

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	<p>Use of online tool Evidence Me to support in gathering evidence of pupils' development in all subject areas. (All staff)</p> <p>To monitor the use of Evidence Me to ensure quality provision is provided for all pupil's which meets their needs.</p> <p>Further develop and allocate appropriate learning spaces for the children to access to ensure quality adaptive teaching – continue to investigate the possibility of an outdoor learning space.</p> <p>Ensure safe spaces are available for children who may become dysregulated to ensure that they are given a supportive environment to self-regulate in a timely manner enabling them to access the curriculum – continue to investigate the possibility of an outdoor learning space.</p>					

The Quality of Education

Teaching, Learning & Assessment

Whole school action

To provide high quality, fully-inclusive teaching and learning opportunities with well-chosen and effective use of assessment tools

Designated lead(s)

Claire Bellis-Knox: Head Teacher (St Cuthbert's)
Jacqui Mulligan: Head Teacher (St Sebastian's)
Danielle Garvey: Maths and Curriculum Lead
Leanne McCormick: Curriculum Lead
Kate Lunt: Assessment & SEND Lead St. Cuthbert's
Joanne Devine: Assessment & SEND Lead St. Sebastian's
Mo Rabbette: Maths and Reading Lead St Sebastian's
Laura Leneghan: English & Phonics Lead St. Sebastian's
Holly Delahunty: Phonics & English Lead St Cuthbert's

Key priorities

- Enhance provision of all subject teaching, through focus on enrichment opportunities.
- To refine and develop the range of tools and approaches to assessing the learning, in line with national guidance and the diversity of needs of all pupils.
- To continue to professionally develop staff and their teaching pedagogy.

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To continue to professionally develop staff and their teaching pedagogy.	<p>Engagement of HTs, Senior leaders and teachers in relevant projects / training.</p> <p>Implementation of projects and initiatives e.g. P4C (St. Sebastian's), Mastering Number Project (EYFS/KS1), Mastery Readiness Programme, Shine, Transforming Teaching</p> <p>Delivery of INSET 02.09.22 dedicated to refining medium term planning to outline clear prior learning links. Revised structure of all foundation subjects - Retrieval / New Content / Review.</p>	<p>Funded projects – no cost.</p> <p>In house training – no cost.</p>	<p>CBK, JM, JD, KL, DG, LMcC, MR, HD, LL</p> <p>Subject Leaders</p>	All teaching staff	Autumn 1	ongoing
To refine and develop the range of tools and approaches to assessing the learning, in line with national guidance and the diversity of needs of all pupils.	Full implementation of OTrack to improve manageable, meaningful and impactful assessment diagnostics.	Cost of OTrack licence (£700 per year)	CBK, JM, MR, DG, HD, LL, JD, KL	All teachers	Termly	Termly

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	<p>Continue to dedicate termly opportunities to analyse progress / barriers to learning and devise action planning per cohort.</p> <p>HTs and Curriculum Leads to agree format, timetabling and implementation of: Book Looks Evidence Me Feedback Pupil Voice</p> <p>Maths, English, Reading Leads to prioritise assessment procedures and determine standards / action plans to improve teaching, learning and appropriate intervention for all pupils.</p>	Cost of NfER and relevant testing				
Enhance provision of all subject teaching, through focus on enrichment opportunities.	HTs and subject leads to seek all opportunities (on site) to improve and enhance the quality learning experiences for all pupils inclusive of the allocation of available	Costs of outdoor learning space (£175,000 approx.), workshops, visitors	Subject leads	All teachers and subject leads	ongoing	ongoing

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	resources and space - continue to investigate the possibility of an outdoor learning space.	to site, off site visits (£3000). <i>* When budget balances are confirmed we will commence procurement exercise.</i>				
	Implementation of projects and initiatives, to improve teaching and learning for all pupils Chester Zoo Project, Healthy Learning Project, Be Me					
	Further development of varied menu of extra-curricular clubs.	On site – no cost				

The Quality of Education	
SEND	
Whole school action	Designated lead(s)
To further develop the school environment and school timetable in order to support the SEMH needs of pupils, enhancing inclusivity.	Joanne Devine (SS) Kate Lunt (SC)

Key priorities

To create purposeful spaces and areas in and around school to aid learning and access to, and engagement within, the school day.
 To develop spaces and provide opportunities to enhance quality communication and interaction between pupils and staff.
 To adapt in-school structures and routines to meet the needs of all pupils (group basis and individual basis).

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To create purposeful spaces and areas in and around school to aid learning and access to, and engagement within, the school day.	-Conduct learning walks -Liaise with external service / outreach to obtain research informed based recommendations. -Audit current resources -Purchase new resources - Seek and apply for any applicable funding/grants. -Invest in a high quality Outdoor Learning Space inclusive of resources: Sensory circuit equipment e.g. monkey bars, trim trails, nest swings.	Consortia Funded: -Bank View Outreach (JD) School Funded: -Ed Psych SLA £3185 -Resources £500 -Outdoor SEND provision £45,000 (£30,000 equipment, £15,000 installation) – <i>* When budget balances are confirmed we will commence</i>	KL / JD	SLT	Sep 22	ongoing

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
		<i>procurement exercise.</i>				
To develop spaces and provide opportunities to enhance quality communication and interaction between pupils and staff.	<p>-Visit other settings to observe good practice.</p> <p>-Consult with key professionals.</p> <p>- Invest in a high quality Outdoor Learning Space inclusive of resources: Sensory stimuli e.g. music panels, water walls, sand and water tables</p> <p>-Obtain and implement tools to assess and monitor communication and interaction.</p>	<p>Consortia Funding:</p> <p>-Together Trust SLA</p> <p>-ADHD Foundation SLA</p> <p>Outdoor Learning Space - liaise with Archdiocese & Arcadis (£175,000 approx.)</p> <p>Outdoor SEND provision £45,000 (£30,000 equipment, £15,000 installation) –</p> <p><i>* When budget balances are confirmed we will commence procurement exercise.</i></p> <p>School Funded:</p>	KL / JD	HD	Sep 22	April 23

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
		-Talking Partners £130				
To adapt in school structures and routines to meet the needs of all pupils (group basis and individual basis).	<ul style="list-style-type: none"> -Review SEND register and distribution of need. -Complete and analyse termly cohort action plans / SEND meetings. -Evaluate, review and amend current practice. -Review EHCP's and suitability of banding (where applicable). 	<ul style="list-style-type: none"> -SEN caseworkers -High Needs Funding Team 	KL / JD	SLT	Sep 22	ongoing

The Quality of Education	
Reading	
Whole school action	Designated lead(s)
<u>To develop a reading rich curriculum across the whole school.</u>	Mo Rabbette, Laura Leneghan & Holly Delahunty
Key priorities	
<p>To implement SHINE Project (an approach for teachers to model, monitor and assess reading skills) from EYFS - Y6.</p> <p>To promote a love and joy of reading across <u>all</u> areas of the curriculum.</p> <p>To continue to effectively embed the Read Write Inc programme as a whole school approach to the teaching of early reading.</p> <p>To continue to develop robust systems for the teaching of reading skills throughout KS2.</p>	

The development and enhancement of class, shared and whole school libraries and reading environment - continue to investigate the possibility of an outdoor learning space.

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Implementation of SHINE Project (an approach for teachers to model, monitor and assess reading skills)	<p>EYFS - Y6 teaching staff (Teachers & TAs) to attend training and implement strategies accordingly</p> <p>Reading Leads to evaluate success of programme and improved provision</p>	NA	MR LL HD BK	All teaching and support staff	Autumn 1	
Promote a love and joy of reading across <u>all</u> areas of the curriculum.	<p>Children are exposed to a variety of high-quality topic related literature.</p> <p>Exciting and engaging texts are read, shared and discussed with the children, so an appreciation of rich texts is established and a love of reading is developed.</p>	As above	As above	As above	As above	As above

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	<p>Reading is celebrated: children are engaged and enthused in reading books of a wide variety of genres.</p> <p>Great literature read opens the children up to ideas, experiences, places and times they might never otherwise experience in real life.</p>					
Having gained funding, continue to effectively embed the Read Write Inc programme as a whole school approach to the teaching of early reading.	<p>Staff CPD to continue with Ruth Miskin Training throughout the year.</p> <p>Phonics leads to continue to review practice and procedures</p> <p>Phonics leads to develop RWI training for staff</p>	£3000 funding awarded to both schools	<p>Laura Leneghan</p> <p>Holly Delahunty</p>	<p>Mo Rabbette</p> <p>Becky Kelly</p>	Ongoing	Ongoing
Robust systems for teaching of reading skills throughout KS2	KS2 reading for pleasure lessons & reading skills lessons		Reading Leads	KS2 staff	Ongoing	Ongoing

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	timetabled as a priority each week					
The development and enhancement of class, shared and whole school libraries and reading environment - continue to investigate the possibility of an outdoor learning space.	HTs to advise on available funding for Outdoor Learning Space. Reading Leads to advise staff on reading areas, displays, resources and libraries to improve accessibility and use.	Outdoor Learning Space (liaise with Archdiocese & Arcadis for costing – approximately £175,000) <i>* When budget balances are confirmed we will commence procurement exercise.</i>	HTs Reading Leads	All teaching staff	Ongoing	Ongoing

Behaviour & Attitudes

Behaviour

Whole school action

Designated lead(s)

To encourage an atmosphere and environment which values health and wellbeing, and children feel valued, safe and secure.

To achieve and maintain this through the establishment of a mutually agreed and positive approach reflecting our commitment to our strong Catholic ethos and Mission Statements.

Claire Bellis-Knox: Head Teacher (St Cuthbert's)

Jacqui Mulligan: Head Teacher (St Sebastian's)

Key priorities

- With the input of all stakeholders (children, parents, staff and governors) review the Home School Agreement and make it accessible for all children, staff and parents/carers to read and agree to at the start of the school year.
- With the input of all stakeholders (children, parents, staff and governors) review and update the Behaviour Policy with a strong emphasis on positive behaviour management, referencing the Child Protection Policy & safe handling legislation and law.
- For members of the Senior Leadership & Safeguarding Team to access LeAFE (Learning Approaches For Everyone) training.
- Implementation of ROAR Response to Mental Health including investing in the learning environment and outdoor learning space in order to maximise its impact.
- Emphasis on a strong provision of RSHE and PSHE as standalone subjects, interwoven throughout the curriculum and aspects of school life.
- Continue to encourage opportunities whereby children compassionately help and support those in need: within our school community, locally, nationally and globally, in line with our application for the Live Simply Award.
- Continue to celebrate Pupil Voice through:
 - School Council
 - School Parliament
 - Peer Advocacy (Buddies)
 - Maths Ambassadors
 - Reading Ambassadors
 - Collective Worship Committee
 - P4C (bronze accreditation)
- Create quality opportunities for children to immerse themselves within Extra-Curricular activities.

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
With the input of all stakeholders (children, parents, staff and governors) to review the Home School Agreement and make it accessible for all to read and agree to, at the start of the school year.	Gather in with representatives from all stakeholder groups to reflect upon, review and amend the agreement demonstrating our commitment in working together to respect the schools' mission statement and live out our school mottos.	NA	CBK & JM	Parent Governors PTA School Council	Autumn 1	Autumn 1
With the input of all stakeholders (children, parents, staff and governors) review and update the Behaviour Policy with a strong emphasis on positive behaviour management, referencing the Child Protection Policy & safe handling legislation and law.	<p>Share the revised School Behaviour Policy with all stakeholders (children, parents, staff and governors) and review and agree as a collective.</p> <p>Children (5.9.22) - To share and agree upon class rules.</p> <p>To share with parents / carers at Parents Evening (Autumn)</p> <p>To share with Governors at curriculum meeting and full Governors meeting (Autumn 2)</p>	NA	CBK & JM	Children Staff Parents Governors	Autumn	Autumn

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
For members of the Senior Leadership & Safeguarding Team to access LeAFE (Learning Approaches For Everyone) training.	Attend LeAFE training – supportive holding training accredited by CPD UK and facilitated by a member of the RRN (Restraint Reduction Network)	£960 (8 members of staff)	CBK & JM	SLT / Safeguarding TEAm	2.9.22	2.9.22
Implementation of ROAR Response to Mental Health including investing in the learning environment and outdoor learning space in order to maximise its impact.	<p>To gradually implement a whole school approach to support all children developing their emotional literacy, emotional regulation and resilience to ‘bounce back’ when faced with challenge or adversity.</p> <p>Ensure safe spaces are available for children who may become dysregulated to ensure that they are given a supportive environment to self-regulate in a timely manner enabling them to access the curriculum – continue to investigate the possibility of an outdoor learning space.</p>	<p>Outdoor Learning Space (liaise with Archdiocese & Arcadis for costing £175,000 approx.)</p> <p>Outdoor SEND Provision £45,000 <i>* When budget balances are confirmed we will commence procurement exercise.</i></p>	CBK, JM, KL & JD	Children Staff Parents	Autumn 1	Ongoing

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Emphasis on a strong provision of RSHE and PSHE as standalone subjects, interwoven throughout the curriculum and aspects of school life.	Review curriculum mapping Monitoring planning, feedback overviews, evidence me and pupil voice.	NA	CBK, JM , LM & KH		Autumn 1	Ongoing
Continue to encourage opportunities whereby children compassionately help and support those in need: within our school community, locally, nationally and globally, in line with our application for the Live Simply Award.	<p>To continue to encourage opportunities whereby children compassionately help and support communities in need.</p> <p>Throughout the school year and according to the liturgical calendar, fundraising opportunities to be shared and celebrated with children, parents, staff and governors: Rota Kids Cafod Nugent Care Alder Hey Farshare Community outreach projects will continue.</p>	NA	LM & KH	Children, parents, staff and governors	Autumn 1	Ongoing

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Continue to celebrate the importance of Pupil Voice through: School Council School Parliament Peer Advocacy (Buddies) Maths Ambassadors Reading Ambassadors Collective Worship Committee P4C (bronze accreditation)	<p>To allocate staff responsible to facilitate the democratic voting process & regular and purposeful meetings.</p> <p>To liaise with School Parliament throughout the academic year.</p> <p>To review the importance and significance of pupil voice, reflecting the guidance stipulated in Revised Inspection Framework. Pupil Voice to be reflected in the Subject Leader Reports.</p> <p>Pupil Questionnaires to be completed and analysed February 22 & July 2023</p>	NA	CBK, JM and co-ordinators	Whole School community	Autumn 1	Ongoing
Create quality opportunities for children to immerse themselves within Extra-Curricular activities.	Staff to agree to contribute to the Extra Curricular Termly Timetable demonstrating an inclusive range of activities with a coverage of sport, the arts and SEMH.	NA	LM & AK	Whole Staff	Autumn	Summer

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	Termly update of activities available taking into consideration Pupil Voice					

Behaviour & Attitudes	
Attendance	
Whole school action	Designated lead(s)
<p><i>From September 2022 the DFE “Working together to improve school attendance” replaces all previous guidance. This will become statutory in September 2023. It will then be a statutory requirement that all schools have a Designated Attendance Lead. Attendance like safeguarding is everyone’s responsibility.</i></p> <p>To improve attendance to be at least comparable with pre-covid, reduce PAs and support families in achieving the best outcomes for their children.</p>	<p>Claire Bellis-Knox: Head Teacher (St Cuthbert’s)</p> <p>Jacqui Mulligan: Head Teacher (St Sebastian’s)</p>
<ul style="list-style-type: none"> • In response to updated statutory guidance, develop systems and procedures accordingly, working towards preparing for the requirement of a Designated Attendance Lead. • To review and update Attendance Policy in line with SIL training accessed • Update First Day Response systems and procedures • With a focus on safeguarding, SMT to visit homes ‘attendance call’ as deemed necessary. • Daily, weekly and termly monitoring, review and analysis of PAs and case studies drafted where applicable. 	

- Reintroduction of rewards and incentives for high attendance and most improved attendance.
- Term Date Review

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
In response to updated statutory guidance, develop systems and procedures accordingly, working towards preparing for the requirement of a Designated Attendance Lead.	Attend SIL training: New to the role of designated attendance lead. Review and amend procedures accordingly		CBK JM	LF NVB DR	Autumn 1	Ongoing
To review and update Attendance Policy in line with SIL training accessed	Review and update current attendance policy	NA	CBK & JM	LF NVB DR & governors	Autumn 1	Autumn 2
Update First Day Response systems and procedures	Consistent approach to agreed protocol. Vulnerability status and CP – prime indicators Establish a google.doc accessible to office staff, SLT and Class	NA	CBK & JM	Children, staff & parents	Autumn 1	Ongoing

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	Teachers, all with capacity to edit. CPOM					
With a focus on safeguarding, SMT to visit homes 'attendance call' as deemed necessary.	A member of the Safeguarding Team to be notified by 9.30am of the non-attendance of any children considered vulnerable or a PA and a home visit made.	NA	DSL & Deputy DSLs	SMT	Autumn 1	Ongoing
Daily, weekly and termly monitoring, review and analysis of PAs and case studies drafted where applicable.	<p>PAs to be consistently monitored.</p> <p>Margin data to be monitored</p> <p>Information shared with staff on a weekly basis</p> <p>Panel meetings with SLT and class teacher/s on a termly basis</p> <p>EWO referrals</p>	Service Level Agreement	CBK & JM	DSL, Deputy DSLs, Safeguarding Team, office staff, class staff & EWO	Autumn 1	Ongoing

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Reintroduction of rewards and incentives for high attendance and most improved attendance.	Rewards and Incentives according to school: trips, excursions, vouchers etc		CBK & JM	SMT, Class Teams, Office staff	Autumn 1	Ongoing
Term Date Review for 2023-2024	Analyse trends of holidays taken during school time with a view to amending term dates 2023-2024.	NA	CBK JM & LF	Governors	Autumn 1	Autumn 1

Personal Development	
RSHE	
Whole school action	Designated lead(s)
To provide high quality provision of RSHE to all year groups through the Journey in Love programme.	Kate Howell (SS) Lauren Murphy (SC)
Key priorities	

- To consult with all stakeholders regarding the RSHE curriculum offer.
- To monitor RSHE to measure pupil progress in the three key areas: Physical, Social & Emotional and Spiritual.

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To consult with all stakeholders regarding the RSHE curriculum offer.	<p>Seek staff, children, governor and parent views on teaching of RSHE in the Federation through meetings, questionnaires and collection of data.</p> <p>Update policies to ensure all stakeholders are informed accurately.</p>	<p>Creation of questionnaire</p> <p>Updating of policy & website</p>	KH & LM	CBK & JM, School Community	Spring	Summer
To monitor RSHE to measure pupil progress in the three key areas: Physical, Social & Emotional and Spiritual.	RE Coordinators to conduct drop-ins and book monitoring.		KH & LM	CBK & JM, School Community	Summer 1	Summer 2

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	Support staff in the teaching of RSHE and give advice when needed.					

Personal Development	
PSHE	
Whole school action	Designated lead(s)
To deliver a high quality PSHE curriculum to empower our children in acquiring the knowledge and skills to learn and grow as responsible citizens of our community.	Kate Howell (SS) Lauren Murphy (SC)
Key priorities	
<ul style="list-style-type: none"> · To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught. · To attend the 'Liverpool Healthy Learning Project' delivered by the Local Authority in order to embed a metacognitive approach to improve both learning and wellbeing. 	

- To source external opportunities to enrich our PSHE curriculum through various supporting agencies.

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught.	To use retrieval activities at the beginning of each lesson designed to provide the children with key opportunities to revisit prior learning.		Class Teachers KH & LM	Class Teachers, Curriculum Leads	Autumn 1	Summer 2
To attend the 'Liverpool Healthy Learning Project' delivered by the Local Authority in order to embed a metacognitive approach to improve both learning and wellbeing.	For PSHE leads to attend both training days delivered by the LA. PSHE leads to disseminate information to staff to share practical guidance.	Class cover required when necessary.	KH & LM	Class Teachers, Curriculum Leads, Headteachers	Spring 1	Spring 2

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	To monitor improved outcomes in both learning and physical, mental and nutritional health.					
To source external opportunities to enrich our PSHE curriculum through various supporting agencies.	To gain staff and pupil voice in effectiveness of workshops in supporting the PSHE curriculum offer.	Free workshops to be sourced where possible.	KH & LM	Class Teachers	Autumn 1	Summer 2

Leadership & Management	
Health & Wellbeing (staff)	
Whole school action	Designated lead(s)
Enable staff to have their own tools to manage their own health and wellbeing in a positive inclusive manner. Provide systems and processes (policies) to support our staff.	JM, CBK, SLT
Key Priorities	
To continue to develop systems and processes which support our staff's health and wellbeing. To be proactive and continue to develop a culture which values health and wellbeing.	

Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload (Education Inspection Framework)

To enhance staff wellbeing

To continue to develop systems and processes which support our staff's health and wellbeing. To be proactive and continue to develop a culture which values health and wellbeing.

Priority developments	Actions	Resources and cost		Personnel		Timescale	
				Responsible	Included	Starts	Ends
To continue to develop systems and processes which support our staff's health and wellbeing. To be proactive and continue to develop a culture which values health and wellbeing.	SLT to continue to review processes and update according to staff health & wellbeing needs (continuation of Milestone Day) Staff voice to be taken into consideration, with regard to systems to aid welcomed feedback and dialogue	Supply Cover as required	HTs LF	Al teaching and support staff	Ongoing	Ongoing	Ongoing
Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they	HTs to consider established routines and review the implementation and positive impact on staff in light of this.	Supply Cover as required	HTs LF JH	Al teaching and support staff	Ongoing	Ongoing	

manage staff, including their workload (Education Inspection Framework)	<p>Reduced frequency of parents' evenings</p> <p>Reduced twilight meeting time and more time for staff reflection and direction</p> <p>Review of extra-curricular timetable -rotation and timing of activities.</p> <p>Shared responsibilities of teaching staff across the federation</p>						
To enhance staff wellbeing	Staff identified in role of proactively seeking initiatives / events to enhance staff wellbeing (social events in and out of school)		SW KH (St. Sebastian's)	Al teaching and support staff	Ongoing	Ongoing	Enhanced staff wellbeing
To continue to develop systems and processes which support our staff's health and wellbeing. To be proactive and continue to develop a culture which values health and wellbeing.	SLT to continue to review processes and update according to staff health & wellbeing needs (continuation of Milestone Day)	Supply Cover as required	HTs LF JH	Al teaching and support staff	Ongoing	Ongoing	Ongoing

	Staff voice to be taken into consideration, with regard to systems to aid welcomed feedback and dialogue						
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Leadership & Management	
Pupil Mental Health	
Whole school action	Designated lead(s)
To further develop a whole school approach to mental health and wellbeing to improve pupils' readiness to learn.	Joanne Devine (SS) Kate Lunt (SC)
Key priorities	
<p>To provide regular and ongoing CPD for all staff, in order to develop knowledge and confidence in supporting pupils' mental health.</p> <p>To further improve home-school partnerships to develop consistent approaches in supporting pupils' mental health.</p> <p>To fully implement and monitor the impact of 'The ROAR Response to Mental Health' inclusive of investing in the learning environment and outdoor learning space in order to maximise its impact.</p>	

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To provide regular and ongoing CPD for all staff, in order to develop knowledge and confidence in supporting pupils' mental health.	<ul style="list-style-type: none"> -Access Senior Mental Health Lead Training and disseminate accordingly to staff. -Review SEMH needs (whole school and cohort specific) 	<p>EMHT sessions - no cost</p> <p>Relevant courses / fees (as available)</p>	KL / JD	Whole school staff	Sep 22	ongoing

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	<ul style="list-style-type: none"> -Identify and facilitate CPD opportunities specific to roles. -Facilitate staff consultations with School's EMHT(CAMHS). 					
To further improve home-school partnerships to develop consistent approaches in supporting pupils' mental health.	<ul style="list-style-type: none"> -Share approaches and strategies with home (e.g. ROAR Rainbow / thermometer, iceberg) -Seek and share parent workshops / training / events. 		KL / JD	KL / JD	Sep 22	ongoing
To fully implement and monitor the impact of 'The ROAR Response to Mental Health' inclusive of investing in the learning environment and outdoor learning space in order to maximise its impact.	<ul style="list-style-type: none"> -Introduce whole school to ROAR Rainbow and its concept. -Host parent workshops to model and demonstrate use of resources and strategies - Facilitate staff discussions to review practice of ROAR, identifying areas of need / further training / good practice. - Develop the outdoor learning environment to further enhance the ROAR Response to Mental Health. 	<ul style="list-style-type: none"> -ROAR manuals -Boxall Profiles -Emotional Literacy Checklist Outdoor Learning Space (liaise with Archdiocese & Arcadis for costing – approximately £175,000) Outdoor SEND Provision £45,000 <i>* When budget balances are confirmed we will commence</i> 	KL / JD	KL / JD	Sep 22	July 23

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
		<i>procurement exercise.</i>				

Leadership & Management	
Governance	
Whole school action	Designated lead(s)
To support Head Teachers in the implementation, monitoring and evaluation of the SDP, whilst supporting the whole school community in the fulfilling of our mission statements	Pat Maloney Chair of governors
Key priorities	
<ul style="list-style-type: none"> • To restructure Governor Body and committees, reflecting skills of governors and whole school priorities • To invest in the CPD of Governors in terms of their knowledge, understanding, monitoring and challenge enabling them to effectively monitor the quality provision of the curriculum. • To monitoring of key priorities in relation to all safeguarding matters • To attend the Archdiocese Academisation Consultation Meetings and respond to Stage 1 consultation on behalf of the federation accordingly. Provide our response to the Archdiocese. Provide Stage 1 consultation for school staff and then the school community. • To ensure sustainability of Field of Dreams Nursery. 	

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To restructure Governor Body and committees, reflecting skills of governors and whole school priorities	<p>Evaluate and commence with key sub committees</p> <p>1 Resources Committee (Finances & Premises plus Personnel & Wellbeing and Pay inc HTPM)</p> <p>2. Admissions & Attendance</p> <p>3 Curriculum and Safeguarding</p> <p>Each to meet termly</p> <p>Full Governing Body to meet termly.</p>	NA	PM HTs and Governors	All Governors	Autumn Term 1	September 22
To invest in the CPD of Governors in terms of their knowledge, understanding, monitoring and challenge enabling them to effectively monitor the quality provision of the curriculum.	PM to set up regular meeting time to meet with HTs, subject leads, and Curriculum Leads to monitor, evaluate curriculum and arrange appropriate subject learning walks.	Individual Governors to identify training needs for specific areas (e.g. curriculum) and attend appropriate training.	PM HTs and Governors	All Governors	02.09.22	Ongoing

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	Autumn term to begin with invitation to governors to attend Curriculum INSET	All Governors to access Governor Hub (SLA £200)				
To monitoring of key priorities in relation to all safeguarding matters	<p>HTs to invite Governors to Safeguarding federation action plan meetings. Governors to assist and challenge</p> <p>Work in conjunction with Safeguarding Teams in completing the 175 Audit</p>	<p>All Governors to access Governor Hub</p> <p>All Governors to attend Federation Safeguarding training</p>	PM HTs and Governors	All governors	Autumn Term	Ongoing
To attend the Archdiocese Academisation Consultation Meetings and respond to Stage 1 consultation on behalf of the federation accordingly.	<p>Having drafted a response to Archdiocese, Governors are to facilitate consultation with all staff followed by consultation with parents.</p> <p>Governors to action according to outcomes as yet not decided</p>		PM HTs and Governors	<p>All Governors</p> <p>All staff</p> <p>Parents</p>	Autumn Term	Ongoing

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To ensure sustainability of Field of Dreams Nursery.	To work in conjunction with FOD manager and SLT to analyse funding / budgets and sustainability of provision.		NY, JM, LF, JD & Governors	All Governors All staff Parents	Autumn Term	Ongoing

Leadership & Management	
Safeguarding	
Whole school action	Designated lead(s)
To work Together to Safeguard Children taking into consideration the circumstances and needs of our children in line with the key changes / updates to KSCIE 22.	St. Cuthbert's Safeguarding Team: CBK KL DG HD JH & LF St. Sebastian's Safeguarding Team: JM JD LMCC JH & LF
Key priorities	
<ul style="list-style-type: none"> Rigorously review the transfer of safeguarding information protocol -embed systems. Staff training to be delivered and systems, procedures and policies revised according to key changes / updates in KCSIE 2022 (Parts 1-5). Rigorously review termly safeguarding walks inclusive of the pupil-voice and staff voice 	

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Rigorously review the transfer of safeguarding information protocol - embed systems.	HTs and Safeguarding Team to monitor and inform governors regularly	KCSIE 2022	JM CBK	Safeguarding Teams	Ongoing	Ongoing
Part one: safeguarding information for all staff Disclosure The updated guidance includes a new paragraph setting out that children may not feel ready or know how to tell someone they are being abused. Domestic abuse Domestic abuse has been added to the list of safeguarding issues that all staff should be aware of. The guidance makes it clear that domestic abuse: • can be psychological, physical, sexual, financial, or emotional • can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.	To ensure policies and procedures are well understood by all, including governors To ensure culture is embedded Twilight 12.12.22 To update the Safeguarding Handbook To update Induction Booklet To update criteria for Safeguarding Boards To update Child Protection Policy	KCSIE 2022	JM CBK	Safeguarding Teams	Autumn 1	Ongoing
Part two: the management of safeguarding Training for governors and trustees New content emphasises that governors and trustees should receive appropriate safeguarding and child protection training at induction, and then at regular intervals. Training should provide them with the knowledge to	All governors to attend federation safeguarding training. Training material supplied by SIL Governors to ratify updated Child Protection Policy	KCSIE 2022 SIL documentation training courses	CBK, JM & LF	Governors	Autumn 22	Ongoing

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
ensure their school's safeguarding policies and procedures are effective.						
Part two : the management of safeguarding Human Rights legislation The updated guidance makes it clear that being subjected to harassment, violence and or abuse, may breach children's rights, as set out in the Human Rights Act.	To ensure policies and procedures are well understood by all, including governors To ensure culture is embedded	KCSIE 2022 SIL documentation	CBK, JM & LF	Governors	Autumn 22	Ongoing
Part two : the management of safeguarding Equality legislation The guidance sets out the significance of the Equality Act 2010 to school safeguarding, including that schools and colleges: <ul style="list-style-type: none"> • must not unlawfully discriminate against pupils because of their protected characteristics • must consider how they are supporting pupils with protected characteristics • must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and 	To ensure policies and procedures are well understood by all, including governors To ensure culture is embedded	KCSIE 2022 SIL documentation	CBK, JM & LF	Governors	Autumn 22	Ongoing

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.						
Part two : the management of safeguarding Online safety Additions to the guidance state that governing bodies and proprietors should regularly review the effectiveness of school filters and monitoring systems. Schools and colleges should use communications with parents and carers to reinforce the importance of children being safe online, sharing systems in place in school	See E.safey Key priorities National Online Safety	KCSIE 2022 SIL documentation	CBK JM HJ & CD		Autumn 22	Ongoing
Part three: safer recruitment Checks Information has been added to highlight that schools should consider online searches as part of their due diligence checks on shortlisted candidates.	Scrutiny of revised changes and develop procedures accordingly. LF to monitor Governors to attend training update HTs and Safeguarding GOvernor to regularly monitor SCR	KCSIE 22	CBK JM & LF		Autumn 22	Ongoing

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
<p>Part four: allegations made against/concerns raised in relation to teachers</p> <p>Low level concerns Information has been updated to make it clear that a low level concerns policy should contain a clear procedure for confidentially sharing concerns.</p>	<p>Procedure set accordingly - Low Level Concerns Policy to be reviewed and staff training to follow.</p> <p>Staff Safe addition to CPOMS to be considered</p> <p>LF to liaise with HR regarding GDPR</p>	KCSIE 22	CBK JM & LF		Autumn 22	Ongoing
<p>Part five: child-on-child sexual violence and sexual harassment This section has been expanded to incorporate guidance previously covered in the DfE's Sexual violence and sexual harassment between children in schools and colleges advice. It also provides new information, emphasising:</p> <ul style="list-style-type: none"> • the importance of explaining to children that the law is in place to protect rather than criminalise them • the importance of understanding intra-familial harms, and any necessary support for siblings following incidents • the need for schools and colleges to be part of discussions with statutory safeguarding partners. 	<p>Whole school training on sexual violence and harassment. INSET /Twilight using SIL's resources from training accessed</p> <p>To ensure policies and procedures for dealing with child on child abuse are well understood by all, including governors.</p> <p>To ensure culture is embedded</p> <p>To update Safeguarding Handbook</p> <p>To update Induction Booklet</p> <p>To update Behaviour Policy</p>	KCSIE 2022 SIL documentation	CBK JM LM & KH		Autumn 22	Ongoing

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	<p>To update criteria for Safeguarding Boards</p> <p>Review of PSHE curriculum, with school RSHE curriculum in addressing related themes.</p>					
Rigorously review termly safeguarding walks inclusive of the pupil-voice and staff voice	<p>Complete termly safeguarding walks with:</p> <p>SLT Site Manager School Council</p> <p>Analyse the outcome of safeguarding walks and action accordingly</p> <p>To liaise with the Archdiocese in relation to the reduction in height / replacement of the condemned boundary walls</p> <p>Expansion of Privacy Screening - £10,000</p>	£10,000	SLT Site manager School Council		Autumn	Summer

Leadership & Management

Safeguarding -Esafety

Whole school action	Designated lead(s)
Implementation of an effective, comprehensive approach to online safety, to meet our statutory safeguarding and curriculum requirements.	HJ, CD, JM , CBK
Key priorities	
<ul style="list-style-type: none"> • To register for the NOS certification membership for our schools showcasing our commitment to Online Safety education. • To implement the online safety programme through the National Online Safety website. • To provide Online Safety courses for the whole school community including staff, parents and pupils. • To facilitate specialist training for staff in key topics related to keeping children safe online. • To support teachers to teach Online Safety as part of a broad and balanced curriculum. 	

Priority developments	Actions	Resources & Cost			Timescale	
			Responsible	Included	Starts	Ends
To register for the NOS certification membership for our schools showcasing our commitment to Online Safety education.	For DSLs and Computing Leads to access training to gain clarity of the tools of the forum and how to effectively educate all stakeholders.	National Online Safety website	HJ CD	All teaching and support staff	Autumn 2022	Autumn 2022
To implement the online safety programme through the National Online Safety website.	Establish accounts for both schools ensuring access for staff, children and parents.	National Online Safety website	HJ CD	All teaching and support staff	Spring 2023	Spring 2023

Priority developments	Actions	Resources & Cost			Timescale	
			Responsible	Included	Starts	Ends
	<p>To give training session to all teaching and support staff into how to effectively access and use NOS</p> <p>To launch website with parents and regularly update parents with useful links/ courses in key topics to keep children safe online.</p> <p>Ensure that the E-Safety page on both school websites, highlights the 4 categories of online risk: conduct, content, contact & commercialism.</p> <p>Inform parents via letter /meeting/dojo of how to access resources on the NOS site</p>					
To provide Online Safety courses for the whole school community including staff, parents and pupils.	<p>Highlight how to further embed / enhance pupil e-safety knowledge and allocate workshop /resources accordingly.</p> <p>Relevant website links and help centres hyperlinked for parental use and reference.</p>	National Online Safety website	HJ CD	All teaching and support staff	Spring 2023	Ongoing
To facilitate specialist training for staff in key topics related to keeping children safe online.	Access appropriate training, seminars and resources on NOS	National Online Safety website SIL MGL	HJ CD	All teaching and support staff	Spring 2023	Ongoing

Priority developments	Actions	Resources & Cost			Timescale	
			Responsible	Included	Starts	Ends
	To access training from SIL To seek support from MGL					
To support teachers to teach Online Safety as part of a broad and balanced curriculum.	Access appropriate training, seminars and resources on NOS PSHE Curriculum Mapping COmputing Curriculum Mapping	National Online Safety website Curriculum Mapping	HJ CD	All teaching and support staff	Spring 2023	Spring 2023

Leadership & Management	
School Business Management	
Whole school action	Designated lead(s)
To provide strategic leadership and management of the operational business of the school, including finance, administration, Human resources, site management, contracts management and developing marketing and business links, to provide best value and enhance effectiveness leading to improved standards of achievement.	Lorraine Fay
Key Priorities	

1. Compliance and support implementation of DfE Statutory Policies (inc KCSIE Sept 2022)
2. Compliance with and support implementation of Safeguarding Requirements (SiL)
3. Support with staff recruitment and best value for depreciating budgets.
4. Support Academicisation discussions ensuring the consultation period is positive and constructive.
5. Support workforce change as and when necessary.

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Compliance and support implementation of DfE Statutory Policies (inc KCSIE Sept 2022)	Adapt SiL's policies and procedures in line with DfE statutory requirements. Support HT in ensuring school websites are ready for external scrutiny. Ensure FOD are included in all updates	LF to manage diary to ensure this is ongoing cyclical	LF CBK JM NY	SLT	September 2022	August 2023
Compliance with and support implementation of Safeguarding Requirements (SiL)	Access SiL resources to ensure Federation and FOD are up to date with all policies and protocols which have been agreed with appropriate Trade Unions. Inform HT's and Governors of agreed changes.	LF to manage diary to ensure this is ongoing cyclical	LF CBK JM NY	SLT	September 2022	August 2023
Support with staff recruitment and best value for depreciating budgets.	The Federation and FOD is impacted by the shortage of suitable applicants for vacancies. Internal structures will be reviewed before we advertise externally.	LF to support all recruitment processes and adverts.	LF CBK JM NY	SLT and Governors	Ongoing	Ongoing

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	Safer recruitment protocol will not be compromised due to the shortage of candidates.					
Support Academicisation discussions ensuring the consultation period is positive and constructive.	LF will ensure staff have access to appropriate documentation from the Archdiocese. LF will liaise with Trade Unions ensuring an open and transparent approach to the prospect of Academicisation.	LF to liaise with Governors, HT's and Trade Unions	LF, CBK, JM and Governors	All staff	Ongoing	Ongoing
Support workforce change as and when necessary.	Proactively review staff structures to support Teaching and Learning. Adapt terms and conditions whilst following established protocols.	LF to liaise with HT's and Governors	LF, CBK, JM and Governors	LF, CBK, JM and Governors	Ongoing	Ongoing

Early Years	
Effectiveness: Standards and Pedagogy	
Whole school action	Designated lead(s)
To continue to implement EYFS Statutory Curriculum 2021, demonstrating progression within EYFS developmental stages and ensuring effective, purposeful observations and assessments.	JD, HD
Key priorities	

To continue to establish a purposeful and effective system to assess and monitor the progress of pupils, using EYFS Reforms (Development Matters & Statutory Framework)

To implement appropriate interventions to support high-level of SEND needs within EYFS, focusing specifically on Communication & Language and SEMH.

To finalise sequenced curriculum mapping N1 N2 F2 with rationale for decisions made.

To develop transition systems (FOD 30 hours children accessing Foundation Unit resources, staff and areas)

To develop outdoor provision to provide rich learning experiences of equal quality to the indoor environment that is available.

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
To continue to establish a purposeful and effective system to assess and monitor the progress of pupils, using EYFS Reforms (Development Matters & Statutory Framework)	<p>EYFS leads to attend assessment training provided by LA to ensure schools are adhering to the statutory framework for assessment.</p> <p>School to devise an in-house assessment timetable for the year in accordance with whole school e.g. Baseline, Autumn interim, Spring & Summer.</p> <p>Assessment reviews to inform planning and provision in EYFS.</p>	EYFSteam time out of class to attend monitoring and provide feedback.	HD & JD	CBK & JD	Autumn 2022	Summer 2023

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	LA EYFS SIO to work with EYFS leads throughout the year to support CPD in assessments .					
To implement appropriate interventions to support high-level of SEND needs within EYFS, focusing specifically on Communication & Language and SEMH.	Seedlings-Rainbow Intervention to commence Autumn 2022 Interventions sought from Consortia Welcomm Language Intervention	Cost of Interventions as appropriate	JD HD	CBK & JD	Autumn 2022	Summer 2023
To finalise sequenced curriculum mapping 2-year olds N1 N2 F2 with rationale for decisions made (steps to progress)	Staff to collaborate to complete all EYFS planning - regular meetings according to revised EYFS rationae	N/A	JD HD	CBK & JD	Autumn 2022	Summer 2023
To develop outdoor provision to provide rich learning experiences of equal quality to the indoor environment that is available.	EYFS team to carry out Early Childhood Environment Rating Scale (ECERS-3) auditing tool to evaluate outdoor provision and	N/A	JD HD early Years staff	CBK & JD	Autumn 2022	Summer 2023

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	<p>inform areas for improvement and development.</p> <p>LA EYFS SIO to work with EYFS in advisory capacity to monitor progress.</p> <p>HTs to advise on available funding for Outdoor Learning Space.</p>	<p>Outdoor Learning Space (liaise with Archdiocese & Arcadis for costing - £175,000 approx.)</p> <p><i>*When budget balances are confirmed we will commence procurement exercise</i></p>				