

# St Cuthbert's Catholic Primary School



## School Development Plan - September 2023

(Including Leadership Priorities & Asset Management Plan)

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## Context

As a catholic school, 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 Head Teacher, SLT, teaching staff and governors of St. Cuthbert's 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 increase in 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 still 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 the Head Teacher is for St Cuthbert's 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. We will build on our many achievements from last year :

- Ofsted
- Live Simply Award
- International Award
- AfPE reaccreditation
- Pupil progress evidenced through statutory and on-statutory assessments
- Participation in varied and inclusive extra-curricular activities

Academic year 2023 -2024 will focus heavily on inclusion as we embark on our application for the Inclusion Quality Mark. Inclusion is at the center of the federation's ethos and this permeates throughout policy and practice. Our mission statement, school motto, assessment and reporting procedures, curriculum design and bespoke individual support for high-needs children, aim to celebrate difference and diversity. We will present evidence for self-evaluation in the following elements:

- 1 The Inclusion Values and Practice of the School
- 2 The Learning Environment, Resources and ICT

- 3 Learner Attitudes, Values and Personal Development
- 4 Learner Progress and the Impact on Learning
- 5 Learning and Teaching (monitoring)
- 6 Parents, Carers and Guardians
- 7 Governing Body & management -External accountability & Support
- 8 The School in the Community - How this supports inclusion

We will prioritise teaching pedagogy – specifically adaptive teaching - highlighting our commitment to inclusion for all. We are participating in the Ambition Institute Transforming Teaching Project. Our commitment to an outstanding curriculum offer continues as we refine and adapt our assessment systems to improve teaching & learning, and drive standards.

**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: Mental Health & Wellbeing of Pupils & Staff, Governance, Safeguarding, E-Safety, Early Years: Effectiveness Standards & pedagogy
- Curriculum Leadership Priorities
- Asset Management Plan

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



## Wellbeing Mission Statement 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

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
<b>Quality of Education</b>					
RE Lauren Murphy					
Completion of new CSED documentation with input from all stakeholders – Fr. Liam, governors, staff, pupils, school community.	<p>Reflect on the current Religious Education provision.</p> <p>Collaborate with all stakeholders.</p> <p>Agree on the content of the documentation with all stakeholders.</p>	<p>Monitor and evaluate current RE provisions (Catholic Life &amp; Mission, Religious Education &amp; Collective Worship) to inform and revise documentation.</p> <p>Monitoring Cycle: book scrutiny and subject analysis reports</p> <p>Pupil, Parent &amp; Staff Voice</p> <p>Marking &amp; Feedback Overviews</p> <p>Monitoring of Collective Worship planning/resources/ Twitter evidence.</p> <p>Twitter (X) / Grid Maker</p>	Grid Maker Subscription £318.60	<p>Lauren Murphy</p> <p>SLT</p> <p>Fr. Liam</p> <p>Teaching Staff</p> <p>Governors</p>	March 2023

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
Phasing in of new Religious Education Directory.	<p>Attend Archdiocese meetings to access guidance and disseminate published RED materials.</p> <p>Enrolling teaching staff onto new RED planning sessions.</p> <p>Consult with Cluster Groups to share ideas of best practice and planning documentation.</p>	<p>Regular, dedicated time allocated to staff for collaborative planning and discussions of new RED expectations.</p> <p>Monitoring of new RED plans from EYFS – Y6.</p> <p>Communication with teaching staff implementing new curriculum.</p> <p>Attendance of Archdiocese planning reviews with other Catholic schools across the city.</p>	<p>New RED Launches - £40 per delegate</p> <p>Class cover when attending training.</p>	<p>Lauren Murphy</p> <p>SLT</p> <p>Teaching Staff</p> <p>Governors</p>	<p>Ongoing</p> <p>September 2025</p>
To promote Catholic Life through the whole school community masses, services and collective worship.	<p>Disseminate a calendar of events (Masses, Services and Collective Worship) for the academic year, in collaboration with Fr. Liam &amp; Head Teachers.</p> <p>Reintroduction of Collective Worship Committee to evaluate sessions and suggest developments to further promote Catholic Life.</p>	<p>Monitoring of Collective Worship planning/resources/ Twitter evidence.</p> <p>Completed evaluations of Collective Worship from children and families.</p> <p>Attendance of children and families at Mass (school / community), Services and Collective Worship.</p>	<p>Website regularly updated with dates for our whole school community.</p> <p>Purchasing of religious books / artefacts as reflection / focal points: £500</p>	<p>Lauren Murphy</p> <p>SLT</p> <p>Fr. Liam</p> <p>Teaching Staff</p> <p>Governors</p>	<p>Ongoing</p>

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
	Ensure the voice and ideas of our pupils is at the forefront of Collective Worship, Masses and Services.	Pupil & Parent Voice from those who celebrate events throughout the liturgical year as part of our wider school community.			
<b>Curriculum</b> Danielle Garvey					
To continue to develop and sustain both a reading rich and vocabulary rich curriculum.	See Quality of Education: Reading  Curriculum documentation updated and vocabulary overviews updated  To monitor the delivery of all subjects	See Quality of Education: Reading  Book/Subject scrutiny  Subject Analysis Reports  Pupil Voice	NA	Holly Delahunty, Danielle Garvey & Claire Bellis-Knox	Ongoing
To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught.	Whole school planning for effective retrieval practice.  Revise the structure of lessons in all subjects - Retrieval & New Content Review.	Monitoring Cycle: book scrutiny and subject analysis reports  Performance management  Pupil voice  Marking and feedback overviews	NA	All teaching staff, subject leads and curriculum leads.	Ongoing



Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
	<p>Monitoring of delivery of foundation subjects to take place - Curriculum Leads</p> <p>All planning refined to include: prior, core and future learning.</p>	<p>Pre and post learning assessment and teacher assessment.</p> <p>Ranking documentation - indicator children</p> <p>Evidence Me</p> <p>Twitter (X)</p>			
<p>Implement adaptive teaching practices to deliver an ambitious curriculum to diverse primary pupils, promoting equitable and personalised learning experiences for all.</p>	<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>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</p>	<p>Evidence Me</p> <p>Monitoring Cycle: book scrutiny and subject analysis reports</p> <p>Performance management</p> <p>Pupil voice</p> <p>Marking and feedback overviews</p> <p>Pre and post learning assessment and teacher assessment.</p>	<p>Outdoor Learning environment - £200,000</p>	<p>All teaching staff, subject leads and curriculum leads.</p>	<p>Ongoing</p>

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
	<p>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.</p>	<p>Ranking documentation - indicator children</p> <p>Twitter (X)</p>			
<p>To enrich the curriculum offer by further involving school families and strengthening local community links.</p>	<p>Parental engagement sessions for varied subject areas to be mapped out throughout the year.</p> <p>Subject leads to seek opportunities to enhance the delivery of their curriculum area e.g. workshops, external providers, local community visits.</p>	<p>Twitter (X)</p> <p>Class Dojo</p> <p>School Newsletter &amp; Notice Board</p> <p>School website</p> <p>Parent Workshops</p>	NA	<p>All teaching staff, subject leads, curriculum leads and SLT.</p>	Ongoing
<p>Teaching, Learning &amp; Assessment</p> <p>Danielle Garvey</p>					

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
To continue to professionally develop staff and their teaching pedagogy.	<p>Implementation of Transforming Teaching Project with identified Project Leadership &amp; Teachers</p> <p>Implementation of projects and initiatives e.g. Mastery Development, Shine, Mastering Number (EYFS &amp; KS1)</p>	<p>Attendance of half termly CPD - Senior Leads &amp; Teacher Educators.</p> <p>Performance Management</p>	Funded project - SIL	<p>Claire Bellis-Knox, Danielle Garvey, Holly Delahunty, Lauren Murphy, James Brophy &amp; Kelly Johnson</p> <p>Subject Leads</p>	
Adaptive Teaching - in all subjects to ensure full inclusivity and progress for all pupils	<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>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</p>	<p>Monitoring of Evidence Me</p> <p>Termly subject monitoring</p> <p>Marking and feedback overviews</p> <p>Pupil voice</p> <p>Marking and feedback overviews</p> <p>Pre and post learning assessment and teacher assessment.</p> <p>Ranking documentation - indicator children</p>	Evidence Me: £600	All teaching staff, curriculum leads and SLT	Ongoing

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
	<p>quality provision is provided for all pupils which meets their needs.</p> <p>Further develop and allocate appropriate learning spaces for the children to access to ensure quality adaptive teaching</p>	Twitter (X)			
Development and implementation of formal assessment overview (Teacher Assessment and Indicator Children as drivers)	<p>Full implementation of OTrack to improve manageable, meaningful and impactful assessment diagnostics.</p> <p>HTs and Curriculum Leads to agree format, timetabling and implementation of:</p> <ul style="list-style-type: none"> <li>- Book Looks</li> <li>- Evidence Me</li> <li>- Feedback</li> <li>- Pupil Voice</li> </ul>	<p>OTrack</p> <p>Ranking documentation</p> <p>Summer Term Formal Assessments</p> <p>Marking &amp; Feedback Overviews</p>	Cost of OTrack license (£678 per year)	Claire Bellis-Knox, Danielle Garvey, Kate Lunt & Holly Delahunty	Termly

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
	Staff Twilight - Revision of Marking & Feedback Policy - 09.23				
<b>SEND</b> Kate Lunt & Helen Jones					
To achieve accreditation of Inclusion Quality Mark (IQM).	To attend IQM & HT workshop update  Register school with IQM (iqmaward.com)  To attend West Derby Learning Network IQM meetings  Collaborate with schools within the network – IQM  Compile and submit evidence for each element of the award: <i>-The Inclusion Values and Practice of the School</i> <i>-The Learning Environment, Resources and ICT</i> <i>-Learner Attitudes, Values and Personal Development</i>	IQM Inclusive School Award submission & achievement	NA – Funded by SIL	Claire Bellis-Knox, Helen Jones & Kate Lunt	July 2024

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
	<p><i>-Learner Progress and the Impact on Learning</i>  <i>-Learning and Teaching (monitoring)</i>  <i>-Parents, carers and Guardians</i>  <i>-Governing Body &amp; management</i>  <i>-External accountability &amp; Support</i>  <i>-The School in the Community - How this supports inclusion</i></p> <p>Agree upon and facilitate an assessment day</p>				
To further develop provision for pupils with a specific difficulty in Literacy.	<p>Research available tools / interventions.  Liaise with schools within Consortia East 3, seeking good practice / reviews of trialed tools.  Seek and access relevant CPD through Consortia purchased services or existing SLAs</p>	<p>Children's work  Pupil Voice  Feedback from staff  SEND cohort meeting notes</p>	<p>Clicker £730 (per year)</p>	<p>Kate Lunt, Helen Jones &amp; Holly Delahunty</p>	<p>October 2023</p>
To further develop the structure of working groups / teams of staff, with a specific focus on each of the 4 broad areas of need.	<p>Review and update audit of staff training and qualifications.  Access training via Liverpool EPS Universal Offer and other services</p>	<p>Provision Mapping (Edukey)  Appraisals  Performance Management</p>	<p>Edukey: £714</p>	<p>Kate Lunt &amp; Helen Jones</p>	<p>Ongoing</p>

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
	<p>accessed and funded through Consortia.</p> <p>Liaise with staff, ascertaining areas of strength, interest (informal discussions, appraisals, audits, performance management).</p>				
<p><b>Reading</b> Holly Delahunty</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>Reading Leaders to attend termly Reading Leader training to ensure up to date information shared with staff.</p> <p>Termly Development Days with RWI trainer and termly Remote Progress Meetings.</p> <p>Continued staff CPD through coaching and practice sessions.</p>	<p>CPD log</p> <p>Remote Progress Meeting and Development Day reports and action points.</p> <p>Practice and coaching map.</p>	<p>RWI yearly package: £2712.50</p>	Holly Delahunty	Ongoing
<p>To continue to develop robust systems for the</p>	<p>Continue to develop reading skills sessions with</p>	<p>Updated reading skills planning.</p>	<p>Evidence Me: £600</p>	Holly Delahunty	Ongoing

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
teaching of reading skills throughout KS2.	<p>particular focus to Summer Term.</p> <p>Continued embedding of SHINE project using the 5 strands to enhance reading skills sessions.</p> <p>Use of data from STAR Reading Assessment to target gaps in children's learning and inform reading skills sessions.</p>	<p>Staff CPD with SHINE project.</p> <p>Evidence of implementation:</p> <ul style="list-style-type: none"> <li>- EvidenceMe</li> <li>- Reading Skills books</li> <li>- Twitter.</li> </ul> <p>Termly STAR assessments.</p>	Star Assessment: £2166		
To offer reading for pleasure across the whole school, incorporating representation, diversity and inclusivity, so that all children see themselves in the books they read.	<p>To invest in books (fiction, non-fiction &amp; poetry) that reflect the diversity and inclusivity of our school from 2YO – Y6.</p> <p>To ensure books feature characters that are traditionally underrepresented including:</p> <ul style="list-style-type: none"> <li>-Books with minority ethnic main characters</li> <li>-Books that celebrate difference</li> </ul>	<p>To ensure that a range of diverse and inclusive books are widely available for children to access:</p> <ul style="list-style-type: none"> <li>- in class libraries</li> <li>- for home reading (ZPD)</li> <li>- on reading sills</li> <li>- for Read with Me</li> <li>- Reading for pleasure (books for home)</li> <li>- Reading Spine</li> </ul>	£1000 / £1500	Holly Delahunty	July 2024



Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
	-Books with representations of: <ul style="list-style-type: none"> <li>- cultural diversity</li> <li>- different types of families</li> <li>- physical disabilities</li> <li>- visual impairment</li> <li>- neurodiversity</li> </ul>				
<b>Behaviour &amp; Attitudes</b>					
Behaviour Claire Bellis-Knox					
With the input of all stakeholders (pupils, parents, staff and governors) to review the Home School Agreement and make it accessible for pupils, staff and parents/carers to read and agree upon at the start of the school year.	Collaborate with all stakeholders  Agree on the content of the agreement with and for pupils, parents / carers and school.  Share the agreement with parents on the schools websites, on dojo and in conjunction with Data Collection	Review, update and agree upon content of Home School Agreement.  Pupils, parents / carers and school to support adherence to all statements	NA	Claire Bellis-Knox	September 2023

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
With the input of all stakeholders (pupils, 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>Collaborate with all stakeholders.</p> <p>Carefully consider the DFE advice for Headteachers &amp; School Staff: Behaviour in Schools guidance (Sep 2022).</p> <p>Agree on the content of the policy with and for pupils, parents / carers and school.</p> <p>Share the policy with parents on the schools websites, on dojo &amp; with staff and governors via email and staff notice boards.</p>	<p>Review, update and agree upon content of Behaviour Policy.</p> <p>Ratification from Governors.</p>	NA	Claire Bellis-Knox	September 2023
<p><b>Attendance</b></p> <p>Claire Bellis-Knox (in conjunction with attendance team members)</p> <p><i>To continue to comply with statutory guidance “Working together to improve school attendance” Updated September 2023.</i></p> <p><i>Designated Attendance Lead to continue to work with SLT on related initiatives. Attendance like safeguarding is everyone’s responsibility.</i></p>					
To improve attendance to be at least comparable	Continue to implement robust systems - analysis	Effectiveness & impact of Panel Meetings.	SLA with EWO: £3876 (3hrs per week / 39 weeks)	Claire Bellis-Knox Lorraine Fay Attendance Teams	Each half term

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
with pre-covid, reducing SAs, PAs and support families in achieving the best outcomes for their children.	of attendance trends and groups: <ul style="list-style-type: none"> <li>- Margin Data</li> <li>- PAs</li> <li>- SAs</li> <li>- Punctuality</li> </ul>	Daily, weekly, half termly and termly monitoring, review and analysis of PAs & SAs and case studies drafted where applicable.			
To review and update the Attendance Policy in line with SIL training accessed.	Agree on the content of the policy in collaboration with the Safeguarding & Attendance Teams in line with training accessed and suggested templates shared (SIL).  Share the policy with parents/carers on the schools websites and on dojo & with staff and governors via email and staff notice boards.	Effective and robust implementation of policy systems and procedures.	NA	Claire Bellis-Knox Lorraine Fay Attendance Teams	Each half term
Review of highly effective attendance & punctuality incentives.	Gather pupil and parent/carer voice regarding incentives and their impact.  Revisit and update communication with	Continued monitoring  PA & SA analysis  Punctuality Analysis  Case studies as required	NA	Claire Bellis-Knox	Ongoing

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
	parents regarding successes and initiatives				
<b>Personal Development</b>					
<b>RSHE</b> Lauren Murphy					
To continue to monitor RSE to measure pupil progress in the three key areas of Journey in Love: Physical, Social & Emotional and Spiritual.	<p>Coordinators to attend Relationship, Sex and Health Education in Primary and Secondary Schools at Margaret Clitheroe Centre 8.11.2023 disseminating information to staff.</p> <p>Support staff in the teaching of RSHE and give advice when needed.</p> <p>Termly monitoring from Subject Leads and Curriculum Leads.</p>	<p>Monitoring Cycle: book scrutiny and subject analysis reports.</p> <p>Pupil Voice.</p> <p>Marking and Feedback Overviews.</p> <p>Twitter (X)</p>	NA	<p>Lauren Murphy</p> <p>SLT</p> <p>Teaching Staff</p>	Ongoing
To gather pupil voice which informs future teaching and the impact of our curriculum	Liaise with our school community (parents, governors and visitors) to gather feedback on the	Monitoring Cycle: book scrutiny and subject analysis reports.	NA	<p>Lauren Murphy</p> <p>SLT</p>	Ongoing

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
on the lives of our school community.	<p>impact of RSE.</p> <p>Termly monitoring from Subject Leads and Curriculum Leads.</p>	<p>Pupil Voice.</p> <p>Marking and Feedback Overviews.</p> <p>Questionnaires.</p>		Teaching Staff	
<p><b>PSHE</b> Lauren Murphy</p>					
To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught.	<p>Make use of new planning documentation to inform the teaching of PSHE: prior, core and future learning.</p> <p>Use retrieval activities at the beginning of each lesson designed to provide the children with key opportunities to revisit prior learning.</p> <p>Monitor / record the responses of the children to track their PSHE learning journey throughout primary school.</p>	<p>Monitoring Cycle: book scrutiny and subject analysis reports.</p> <p>Pupil Voice.</p> <p>Marking and Feedback Overviews.</p> <p>Conversations with Subject Lead.</p> <p>Pre and post learning assessment and teacher assessment.</p> <p>Evidence Me</p> <p>Twitter (X)</p>	NA	<p>Lauren Murphy</p> <p>Teaching Staff</p>	Ongoing

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
Implement adaptive teaching practices to deliver an ambitious curriculum to diverse primary pupils, promoting equitable and personalised learning experiences for all.	<p>Use of Evidence Me as a tool to capture evidence of pupils' development across PSHE.</p> <p>Disseminate PSHE Subject Leader Briefing information to inform future practice.</p> <p>Regular, dedicated time allocated to staff for collaborative planning and discussions to inform provision.</p>	<p>Evidence Me</p> <p>Monitoring Cycle: book scrutiny and subject analysis reports</p> <p>Performance Management</p> <p>Pupil Voice</p> <p>Marking and Feedback Overviews</p> <p>Pre and post learning assessment and teacher assessment.</p> <p>Twitter (X)</p>	Evidence Me: £600	<p>Lauren Murphy</p> <p>Teaching Staff</p>	Ongoing
To gather pupil voice to inform future teaching and the impact of the PSHE curriculum on the lives of our school community.	<p>Regularly monitor the voice of our pupils on the impact of PSHE.</p> <p>Encourage staff and pupils to evaluate the effectiveness of workshops in supporting the PSHE curriculum offer.</p> <p>Liaise with our school community (parents,</p>	<p>Monitoring Cycle: book scrutiny and subject analysis reports.</p> <p>Pupil Voice.</p> <p>Marking and Feedback Overviews.</p> <p>Conversations with Subject Lead.</p> <p>Twitter (X)</p>	NA	<p>Lauren Murphy</p> <p>SLT</p> <p>Teaching Staff</p> <p>Governors</p>	Ongoing

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
	governors and visitors) to gather feedback on the impact of PSHE.  Invite School Governors into PSHE lessons to support in the teaching and learning of our children within the school community.	Questionnaires.			
<b>Leadership &amp; Management</b>					
<b>Mental Health &amp; Wellbeing – pupils &amp; staff</b> Kate Lunt					
To provide CPD to staff with a focus on assessment tools, identifying mental health needs within cohorts / whole school.	Access Boxall Profile training. Disseminate training to specific staff Emotional Literacy Assessments (SS)	CPD Log Cohort Meeting notes Intervention timetable Emotional Literacy Assessment Log (SS)	Boxall Profile Subscription- No cost, LLP Funded £325  Boxall training - no cost, SIL universal Offer.	Kate Lunt Helen Jones	Ongoing
To further develop home-school partnerships to develop consistent approaches in supporting pupils' mental health.	Liaise with MHST / Organise termly coffee mornings / workshops. Continue to offer ROAR sessions for parents.	Attendance and punctuality data Panel Meeting notes Twitter X Class Dojo	NA	Kate Lunt Helen Jones	Ongoing

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
	Continue to use TwitterX and Class Dojo to share and model strategies, approaches and signpost to relevant support.				
To enable staff to have their own tools to manage their own mental health and wellbeing in a positive inclusive manner, providing systems and processes (policies) to support our staff.	Access appropriate workshops / presentations as and when. Continue commitment to Health and Wellbeing - checking in with staff.  Regular supervision	Performance Management Feedback Appraisal feedback Staff questionnaires Staff attendance data	Cost of workshops / presentations as accessed.	SLT & Senior Mental Health Lead - Kate Lunt	Ongoing
<b>Governance</b> Claire Bellis-Knox					
To support the whole school community in fulfilling our mission statements as Catholic schools.	Reflect upon, review and update Mission statements on Mission Day with children, parents and staff.  Regular meetings between Governors, HTs, RE leads and Key staff members to evaluate the impact and effectiveness of school life on our school community.	Mission Statements SEF CSED Parent Questionnaires Pupil Questionnaires Staff Questionnaires External accreditation School Calendar of events: masses, fundraising and initiatives	NA	Claire Bellis-Knox Pat Moloney Governing Body	Ongoing



Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
To support the Head Teachers in the implementation, monitoring and evaluation of the SDP	Regular meetings with Governors & HTs / SMT / Subject Leads to monitor progress of action planning.	Governor Sub-Committee Meetings Full Governor Meetings Subject Link Governors Observations, monitoring and reporting	NA	Claire Bellis-Knox Pat Moloney Governing Body Teaching staff	Ongoing
To work alongside HTs and subject leads, to ensure impactful monitoring of key areas of the curriculum including RE	Assign Link Governors to support specific curriculum areas.  To attend any relevant governor training (SIL / Archdiocese) relevant to area/s of support.  To establish regular communication with Co-coordinators (across the federation) to ensure effective monitoring of curriculum / whole school priority.	Governor Sub-Committee Meeting Reports  Full Governor Meetings Reports  Subject Link Governors: - observations - Learning Walks - Book Looks - Subject Analysis Reports - monitoring and reporting - Input in CSED (RE)	NA	Claire Bellis-Knox Pat Moloney Governing Body Teaching staff	Ongoing
<p><b>Safeguarding</b> Claire Bellis-Knox</p> <p>The 2023 guidance introduces changes to Keeping children safe in education from 1 September 2023 as set out below.</p>					

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
<p>To review and evaluate the effectiveness of Filtering and monitoring systems and procedures.</p> <p>The updated guidance makes it clear that all staff should receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring.</p>	<p>Provide INSET for Governors and all staff (facilitated by the federation's provider MGL) on all KCSIE Filtering and Monitoring statutory guidelines and adherence to it.</p>	<p>Staff and Governor understanding of updated guidance and the federation's adherence to it.</p>	<p>Part of SLA with MGL</p>	<p>Claire Bellis-Knox</p>	<p>21.09.23</p>
<p>Implement and maintain robust procedures when children are absent from Education.</p> <p>The updated guidance highlights that being absent, as well as missing from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.</p>	<p>First Day Response for those absent from school</p> <p>Home Visits for those who are non-contactable</p> <p>Panel Meetings - termly basis (half termly for those who are being internally monitored)</p> <p>EHAT</p> <p>MARF</p>	<p>Panel Meeting evaluations, action and support implemented: Extended School Provision.</p> <p>Decrease and non-recurring PAs and SAs</p> <p>Improved attendance trends for identified pupil groups with a specific focus on vulnerable children and families.</p> <p>Class and Whole School attendance figures</p>	<p>NA</p>	<p>Claire Bellis-Knox Attendance Teams</p>	<p>Ongoing</p>
<p>To adhere to recruitment updated guidance which states that schools and</p>	<p>Review and update of pre-employment check template in line with SIL</p>	<p>Robust pre-employment check: ID - right to work in the country Overseas check (If Applicable) DBS</p>	<p>NA</p>	<p>Lorraine Fay</p>	<p>As required</p>

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
colleges should inform shortlisted candidates that online searches may be done as part of pre-recruitment checks.		2 x references Online / social media check Health Declaration  SCR			
<b>Safeguarding - E.Safety</b> Becky Kelly (Helen Jones)					
To devise and implement an Online Safety Policy with input from all stakeholders.	DSLs and Computing Leads to seek guidance to draft and publish a Federated Online Safety Policy.  For the Federated Online Safety Policy to reflect existing policies around positive behaviour management, anti-bullying and safeguarding.	Review of existing policies, e.g. Acceptable Use Agreement  Reduced incidents of e-safety related safeguarding concerns.  Action plan support around children and families with recurring incidents.	NA	Becky Kelly, Helen Jones & DSLs	Ongoing
To attain National Online Safety Certificate accreditation for school settings, staff, parents and governors.	School staff to access and complete the Annual Certificate in Online Safety for Teaching and Support Staff.  To relaunch website with parents; signposting	National Online Safety 2023 - 2024 Certified School Accreditation.  Individual certificates and accreditations, e.g. Online Safety Lead.	NOS Subscription:	Becky Kelly & Helen Jones	Ongoing

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
	<p>relevant courses and guides to promote internet safety.</p> <p>To access webinars, resources and guides at regular intervals throughout the academic year.</p>				
<p>To comply with recommendations as a result of the Online Safety Audit - with recommendations from MGL, Liverpool IT Service, Computing Leads &amp; Safeguarding Teams.</p>	<p>To attend MGL Conference (10.11.23) with focus on Katherine Howard - Head of Education &amp; Wellbeing at Smoothwall discussing the latest KCSIE guidance.</p> <p>To liaise with MGL and benefit from CPD opportunities to fulfill Online Safety Audit, e.g. Filtering &amp; Monitoring.</p> <p>To attend Computing Subject Leader Briefings hosted by SIL for relevant safeguarding / e-safety updates.</p>	<p>Completed Online Safety Audit.</p> <p>Recognition of attendance at MGL conference.</p> <p>Recognition of attendance at SIL briefings.</p> <p>Subject briefing notes and feedback.</p>	<p><i>Costing under:</i> SIL Universal Offer / MGL SLA</p>	<p>Becky Kelly &amp; Helen Jones</p>	<p>Ongoing (Specified training dates in calendar)</p>

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
<b>Early Years Foundation Stage</b> Hollie Delahunty					
Revise, update and implement skills based curriculum for 2 year olds, Nursery and Reception.	<p>Visits with other settings to share good 2YO provision practice.</p> <p>Development of clear progression for N1 of skills based curriculum.</p> <p>Implementation of developed 2YO skills based curriculum.</p>	<p>Setting visit information and notes.</p> <p>N1 medium term plans with clear skill progression.</p> <p>2YO long and medium term overview of skills based curriculum.</p>	NA	Holly Delahunty	Autumn Term
To continue to establish a purposeful and effective system to assess and monitor the progress of pupils, using EYFS Reforms (Development Matters & Statutory Framework for Early Years Foundation Stage)	Full implementation of OTrack as a tracking and assessment tool throughout EYFS to provide purposeful and timely assessment. (SC)	Tracking and reporting of assessment data through OTrack.	OTrack: £678	Holly Delahunty	Ongoing
To implement appropriate interventions to support	Continued CPD of staff within Early Years of the use of Social Stories.	<p>CPD log</p> <p>Intervention log</p>	NA	Holly Delahunty	Ongoing

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
high-level of SEND needs within EYFS, focusing specifically on Communication & Language and SEMH.	<p>Continued CPD of staff within Early Years and implementation of Welcomm intervention.</p> <p>Continued EYFS online CPD using 'Dingley's Promise' for effective SEND support within EYFS.</p>				

## Curriculum Leadership Priorities

### Curriculum Statement

Danielle Garvey

The expectation is that the preparation and teaching of staff must comply with the 1980 Education Act, in accordance with the statutory requirements of the National Curriculum.

Our curriculum rationale has been revised and agreed by all staff and subject coordinators. We have designed and planned our curriculum to offer a range of experiences, which contribute to every pupil receiving a full and rich curriculum. The range of experiences we offer support and champion our ethos and aims, ensuring that our pupils benefit from a full range of academic, spiritual, moral, social and cultural activities.

Teaching consistently deepens and improves pupil's knowledge, skills and understanding and focuses on the important key skills that children need to thrive. The teaching of reading is a major focus of our teaching and all teachers have a very secure knowledge of how to develop excellent reading habits and skills. Our pupils

follow a language-rich English curriculum which is supported by high quality texts. Our children are provided with an exciting, relevant Mathematics curriculum whereby maths is enjoyed and developed in all aspects of school life and with the whole school community.

All foundation subjects (and Science) are organised into explicit, progressive year group planning. Progression is planned out throughout the whole school ensuring all skills and knowledge is covered and prior learning is regularly revisited and built upon. All subject coordinators have a clear understanding of their subject's journey from EYFS through to Year 6. Curriculum documentation can be found in the curriculum section of the website, including progression maps, long term overviews and subject rationales.

Subject	Priority 1	Priority 2	Priority 3	Accreditation (including Dates)
English	To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught.	Implement adaptive teaching practices to deliver an ambitious curriculum to diverse primary pupils, promoting equitable and personalised learning experiences for all.	To provide opportunities to ensure the continual development of pupils confidence and competence in spoken language and listening skills.	NA
Maths	To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught.	Implement adaptive teaching practices to deliver an ambitious curriculum to diverse primary pupils, promoting equitable and personalised learning experiences for all.	To participate in the Mastery Development Programme and implement the project expectations across the whole school.	Liverpool Counts Quality Mark 2022-2025

Science	To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught.	Implement adaptive teaching practices to deliver an ambitious curriculum to diverse primary pupils, promoting equitable and personalised learning experiences for all.	To establish opportunities to support staff in the delivery and evaluation of working scientifically.	NA
Computing	To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught.	Implement adaptive teaching practices to deliver an ambitious curriculum to diverse primary pupils, promoting equitable and personalised learning experiences for all.	To host staff CPD in collaboration with MGL, to give staff a thorough overview of the curriculum to ensure class teacher ownership.	National Online Safety School Accreditation 2023-2024
Geography	To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught.	Implement adaptive teaching practices to deliver an ambitious curriculum to diverse primary pupils, promoting equitable and personalised learning experiences for all.	To ensure map skills, map symbols and ordnance survey maps are being utilised progressively throughout each key stage.	NA
History	To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught.	Implement adaptive teaching practices to deliver an ambitious curriculum to diverse primary pupils, promoting equitable and personalised learning experiences for all.	To ensure all pupils develop an understanding of chronology throughout history.	Historic England's Heritage Schools 2023-2024 (HJ @ St. Cuthbert's)
Art	To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught.	Implement adaptive teaching practices to deliver an ambitious curriculum to diverse primary pupils, promoting equitable and personalised learning experiences for all.	To research and invest in resources to allow the delivery of	NA



	practice and review of prior learning and new content taught.	curriculum to diverse primary pupils, promoting equitable and personalised learning experiences for all.	a high-quality Art curriculum from EYFS to Year 6.	
DT	To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught.	Implement adaptive teaching practices to deliver an ambitious curriculum to diverse primary pupils, promoting equitable and personalised learning experiences for all.	To research and invest in resources to allow the delivery of a high-quality Art curriculum from EYFS to Year 6.	NA
PE	To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught.	Implement adaptive teaching practices to deliver an ambitious curriculum to diverse primary pupils, promoting equitable and personalised learning experiences for all.	To raise aspirations as part of the overall career strategy and subject enrichment for Physical Education through seeking coaching sessions and visits from ex-pupils, local athletes and external providers (Liverpool Harriers / LFC Foundation coaches).	AfPE 2023-2026  School Games Platinum 2022-2023  Liverpool Health & Wellbeing Award 2021-2024
Music	To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught	Implement adaptive teaching practices to deliver an ambitious curriculum to diverse primary pupils, promoting equitable and personalised learning experiences for all.	To raise aspirations as part of the overall career strategy and subject enrichment for music by seeking opportunities to collaborate with local musicians and Resonate.	NA
MFL	To adapt the structure of lessons in order to embed retrieval	Implement adaptive teaching practices to deliver an ambitious curriculum to diverse primary	To embed Spanish speaking into the daily routine at St Cuthbert's and St Sebastian's to raise the	International Schools Award 2022-2025

	practice and review of prior learning and new content taught.	pupils, promoting equitable and personalised learning experiences for all.	profile of MFL. For example, simple classroom instructions, prayers and register	
Additional Accreditations	Live Simply Award 2023-2026  SAPERE Silver 2020-2023			

## Asset Management Plan 2023-2024

### **Background**

The building is managed by the Governing Body, Archdiocese of Liverpool (Arcadis) and Liverpool City Council.

St Cuthbert's continues to benefit from reduced expenditure because of the new building. The building (in theory) is more energy efficient and has reduced maintenance. This means that we have been able to accrue balances from the last 3 years for projects that further meet the needs of the children. See Benchmarking below.

### **Budget Considerations 2022/2023**

#### **Income**

In 2022/2023 the school received Supplementary grants, Teachers pay and pension grants to support cost of pay increases (CFR code I06). The supplementary grant was a variance from previous years. St Cuthbert's also received School Led Tutoring and Recovery premium. Each financial year these same grants are renamed and the amounts they attract vary (CFR Code I18).

### **Cheque Book Expenditure**

The school planned for work on fencing, security shutters, Early Years outdoor provision and Arcadis fees. The screening work partly took place with further investment needed in 2023/2024. Early Years Foundation work also took place, however this was managed by the school and came in significantly under budget. Therefore no Arcadis fees were due. Again, the Archdiocese was delayed with their decision regarding the shutters and finally confirmed that they would negatively impact on the heating and cooling systems and therefore work was not authorised to proceed.

The boundary wall issue was not addressed and remained outstanding with no financial implications available for planning purposes. As the boundary walls were deemed unsafe this negatively impacted on any planned investment in outdoor areas.

Further Early years development did not occur due to supplier availability (CFR code E12).

Investment in laptops did occur but came in under budget (CFR code E20).

### **Benchmarking**

St Cuthbert's has had significantly less expenditure on its building than those of comparable schools. Out of 13 schools it had the third lowest. This is mirrored in occupational, supplies and services costs. In terms of income it was 7 out of 13. Therefore the income is not indicating any remarkable trends.

The lack of building expenditure is reflected in the overall balance i.e. it had the highest end of year balance.

### **Challenges**

The building reflects a DfE blueprint with no flexibility. We had to follow every statutory requirement from the DfE including:

- The number of rooms
- The room sizes – disregarding the suitability for purpose – 6m2 room for intervention which significantly limits access for small groups of children
- Amalgamation of square footage was refused in line with ESFA compliance
- The entrance had to have an allocated interview room even though we asked many times for additional intervention space.
- The old building had larger intervention spaces which are missed daily. These were not replicated in the new design as it did not meet the DfE specification.
- Stipulation on classrooms that were not carpeted had to have a weighted carpet at a certain specification - although school felt these to be a needless cost

These are examples of the frustrations faced whilst trying to ensure the building met the needs of our pupils.

As part of Phase 2 planning, we were advised by Arcadis that the existing boundary wall was condemned. The stability of the existing concrete post and panel fencing (bordering the main playground and EYFS garden) was assessed in January 2020. The H&S assessment was complete regarding interim protection measures following confirmation from an engineer that the wall does not satisfy required output calculations regarding a factor of safety against overturning.

The boundary walls that had been condemned by two independent structural engineers based on height, wind loadings and foundation failure. The state of the boundary walls continue to be deemed a risk to children and third parties. Heras fencing continues to be an interim measure in protecting the Health and Safety. In the next financial year, there have been assurances that alteration work will take place with the preferred option being a reduction in the height of the fencing and buttresses to comply with wind calculations.

After the new building was complete it was apparent how “open” it was, adjacent to many residential streets and desolate waste ground. Pupil, staff and parent voice echoed a feeling of vulnerability resulting in privacy screening being erected on sections of fencing that we have access to.

	Management Plan	Priority – High/ Medium/Low (H, M, L) Or in Place (IP)
Obtain best operational value from the site and buildings	Arcadis guidance and Estatement Management	IP
Sufficiency (i.e. enough classrooms and specialist spaces to meet the needs of ALL pupils)	See curriculum of SPD 2023-2024	H
Suitability (i.e. fitness for purpose in terms of size, shape and climate)	See curriculum of SPD 2023 2024.  Due to the prescriptive nature of DfE new building programme SEMH support is compromised. The impact of which is outlined in the highlighted areas of the SDP.  Pupils and staff have shared that the school feels “very open.”  There have been several incidents in adjacent streets that are in full view of the school community. These have led to full	H

	lockdowns as they have involved incidents of animal cruelty, criminal activity involving weapons, physical and sexual assault.  Screening will support the school feeling an increased sense of safety.	
Condition (i.e. maintenance and decoration)	Site is maintained with the support of grounds maintenance team and Site Manager work schedules	IP
Accessibility (particularly for protected groups)	Site has increased accessibility e.g no stairs, single floor	IP
To maximise income from rental opportunities	N/A due to overtime costs of additional staff	
To identify issues with our buildings and infrastructure that impact the learning and development of pupils	See curriculum of SPD 2023 2024.  In particular meeting SEMH needs in addition to site security.  Further screening required for external fencing - outlined above.	H
Maintain a vigilant watch on the population demographics in the local area, applications for places, etc	School numbers are scrutinised with each census and shared with stakeholders. We have looked at Reception and Whole School numbers since 2019:  Reception - Whole School - Year 27            209            2019 30            222            2020 30            221            2021	IP

	26            220            2022 28            228            2023	
Engage the whole organisation in its development and implementation.	<p>Full stakeholder engagement e.g. Governors, SLT, teachers and support staff collaborate to ensure that the overarching priorities of school / federation are shared. SLT work alongside subject leads to ensure that priorities have a commonality of approach and are succinctly in line with one another:</p> <ul style="list-style-type: none"> <li>- Priority</li> <li>- Actions</li> <li>- Evidence of Evaluation</li> <li>- Resources &amp; Cost</li> <li>- Staff Responsible</li> <li>- Timeframe</li> <li>-</li> </ul> <p>SDP is shared with staff and governors electronically and is also widely available on the school website.</p> <p>The SDP is a working document and is reviewed and evaluated accordingly.</p>	
Co-ordinate the asset management with the school development / improvement plan	Included within the SDP - Appendix 1	IP
Meet the foundation's objectives [e.g. VA schools]	Governors and Leaders support the Catholic ethos of the school.	IP
Approach to strategic and operational estate management	Arcadis Building Conditions Survey due in 2024	M

Governance arrangements - Key roles and responsibilities for estate matters – e.g. key governors / committee, site manager / school business manager, Head Teachers.	See Financial Management, Governors Minutes, SFVS	IP
Redecoration, re-glazing, plumbing work, painting	Ongoing support from Caretaker, managed with Head Teacher and School Business Manager	IP
Tree Husbandry	Ongoing support from Caretaker, managed with Head Teacher and School Business Manager	IP
Capital Plans DFC Balances	£48900 Boundary Wall contribution TBC M&E concerns	H
Boiler	New building - not appropriate	IP
Roofing	New building - not appropriate	IP
Mechanical Engineering	New building - not appropriate	IP