

# St Cuthbert's Catholic Primary School



## School Development Plan - September 2024

(Including Leadership Priorities & Asset Management Plan)

# St Cuthbert's Catholic Primary School

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## Context

As a catholic primary 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 a 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 hard 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 previous years :

- Ofsted
- Live Simply Award
- International Award
- AfPE reaccréditation
- Pupil progress evidenced through statutory and non-statutory assessments
- Participation in varied and inclusive extra-curricular activities and enrichment opportunities

Academic year 2024 -2025 will focus heavily on inclusion as we embark on our application for the Inclusion Quality Mark. Inclusion is at the centre of St Cuthbert'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)

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- 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. 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

Danielle Garvey – Assistant Head Teacher

Holly Delahunty – Senior Teacher

Lauren Murphy – Senior Teacher

Peter Radburn - Caretaker

*(Kate Lunt – Assistant Head Teacher – Currently on Maternity Leave)*



### **Wellbeing Mission Statement 2024**

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

## Quality of Education

RE

Lauren Murphy

### Religious Education Statement

Our mission through Religious Education, is to give each individual child the opportunity to experience celebration, prayer and time for personal reflection. It is a collaborative subject which respects each child's own inner spiritual self, and it allows for wonder, awe, reverence and self- exploration. It is taught discretely and developmentally. It includes the deepening of knowledge, and understanding of key theological ideas and their application to life, enabling our children to think critically about their own questions of meaning and purpose.

At our school, we work closely together with the home and our Parish Priest (Father Liam Collister) and Parish communities of (St. Sebastian's Church and St. Oswald's Church) so that we can present the Christian event, message and way of life in a systematic way with regard to each individual child and their potential. For us, Religious Education is for all. Religious Education is as academically respected as other core curriculum areas. Within the classroom, teachers use a variety of adaptive styles and strategies, to reinforce the Christian message we as a Catholic school uphold.

Engagement with their own and others beliefs and values will help develop and nurture good attitudes and dispositions, so that children are instilled with a love of learning. We aim to foster a loving relationship between our children, staff and members of the school community: this relationship reflects the commandment of Jesus 'to love one another as I have loved you.'

| Priority  | Actions   | Evidence for Evaluation  | Resources & Cost                                       | Staff Responsibility        | Timeframe                       |
|---|---|--|--|-----------------------------|---------------------------------|
| To introduce and begin to fulfil the new Prayer & Liturgy Directory: 'To Love | <ul style="list-style-type: none"> <li>Attend Prayer &amp; Liturgy launch in November 2024</li> <li>Disseminate key information to staff / model good practice</li> </ul> | <ul style="list-style-type: none"> <li>Timetables: Stay &amp; Pray / Mass / Prayer &amp; Liturgy</li> <li>Monitoring of planning/resources/ Twitter evidence.</li> </ul> | Prayer & Liturgy Launch (free to Archdiocesan schools) | LM<br>SLT<br>Teaching Staff | Ongoing (academic year 2024-25) |

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|--|---|--|--|--|---|
| <p>You More Dearly' within St. Cuthbert's community.</p>   | <ul style="list-style-type: none"> <li>Update policy in accordance with Archdiocese guidance</li> <li>Set up dedicated prayer spaces to allow for personal reflection</li> </ul>  | <ul style="list-style-type: none"> <li>Monitoring Cycle: subject analysis reports / book look</li> <li>Twitter (X) / Grid Maker</li> <li>Pupil, Parent &amp; Staff Voice</li> </ul>  | <p>SMSC Gridmaker - £318.60 (inc. VAT)</p> <p>Resources - £695.75</p>  | <p>Support Staff<br/>Governors</p>                 |   |
| <p>Monitoring and phasing in of new Religious Education Directory: 'To Know You More Clearly'.</p> | <ul style="list-style-type: none"> <li>Attend Archdiocese meetings to access guidance and disseminate published RED materials / SOW (Scheme of Work).</li> <li>Enrolling teaching staff onto new RED planning sessions.</li> <li>Regular, dedicated time allocated to staff for collaborative planning and discussions of new RED expectations.</li> <li>Consult with Cluster Groups to share ideas of best practice and planning documentation.</li> </ul> | <ul style="list-style-type: none"> <li>Monitoring of new RED plans from EYFS – Y3.</li> <li>Regular communication / meetings with teaching staff implementing new curriculum.</li> <li>Attendance of Archdiocese planning reviews (online).</li> <li>Attendance of Termly RE Meetings at Christ the King.</li> <li>Monitoring Cycle: subject analysis reports / book look</li> <li>RE Workbooks</li> <li>Evidence Me</li> <li>SMSC Gridmaker</li> <li>Twitter (X)</li> </ul> | <p>New RED Launches - £40 per delegate</p> <p>Class cover when attending training</p> <p>Evidence Me - £600</p> <p>SMSC Gridmaker - £318.60 (inc. VAT)</p> | <p>LM<br/>SLT<br/>Teaching Staff<br/>Governors</p> | <p>Ongoing<br/><br/>(EYFS - Y3 currently embedded / Y4 - June 2025)</p> |

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| <p>To foster collaborative partnerships and increase parental engagement ensuring that families are supported to actively participate in Catholic life and mission.</p> | <ul style="list-style-type: none"> <li>• Disseminate a calendar of events (Prayer &amp; Liturgy, Masses, Services, and Stay &amp; Pray) for the academic year.</li> <li>• Timely invites sent to families on Class Dojo / shared on School Notice Board by RE coordinator / class teachers.</li> <li>• Gather feedback from families when attending sessions to inform future planning.</li> <li>• Subject lead to seek opportunities to enhance the delivery of the RE curriculum e.g workshops, external providers, local community &amp; places of worship visits</li> </ul> | <ul style="list-style-type: none"> <li>• Monitoring of planning/resources/ Twitter evidence.</li> <li>• Attendance of children and families at Mass (school / community), Services and Prayer &amp; Liturgy.</li> <li>• Pupil &amp; Parent voice from those who attend events from our wider school community.</li> <li>• Website / school notice board regularly updated.</li> </ul> | <p>Minibus £50,000 (approx) Leasing - or Costs</p> | <p>LM<br/>SLT<br/>Fr. Liam<br/>Teaching Staff<br/>Governors</p> | <p>Ongoing</p> |
|---|---|---|--|---|----------------|
| <h3>Curriculum</h3> <p>Danielle Garvey</p>  |   |   |  |   |                |
| Priority  | Actions   | Evidence for Evaluation   | Resources & Cost                                   | Staff Responsible   | Timeframe      |
| <p>To provide opportunities to ensure the continual development of pupils confidence and competence in spoken language and listening skills.</p>                        | <ul style="list-style-type: none"> <li>• Attend training at SIL covering:               <ul style="list-style-type: none"> <li>- Progression in spoken language</li> <li>- Spoken language as a curriculum goal</li> <li>- The power of prosody</li> </ul> </li> <li>• 2 hours of pre-recorded staff meetings for Subject Leaders to deliver to staff back in school (7 segments)</li> </ul>  | <ul style="list-style-type: none"> <li>• CPD Log</li> <li>• Twilight content</li> <li>• Monitoring documentation</li> <li>• Teacher assessment</li> </ul>   | <p>NA - Funded Project SIL</p>                     | <p>HD<br/>SLT</p>   | <p>Ongoing</p> |



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|---|---|---|---|---|---------|
|   | <ul style="list-style-type: none"> <li>• Introduce a monitoring document to support implementation and capture impact of the project</li> </ul>   |   |   |   |         |
| To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught.   | <ul style="list-style-type: none"> <li>• Whole school planning for effective retrieval practice.</li> <li>• Revise the structure of lessons in all subjects - Retrieval G New Content G Review.</li> <li>• Monitoring of delivery of foundation subjects to take place - Curriculum Leads</li> <li>• All planning refined to include: prior, core and future learning.</li> <li>• Development of spoken language</li> </ul> | <ul style="list-style-type: none"> <li>• Monitoring Cycle: book scrutiny and subject analysis reports</li> <li>• Performance management</li> <li>• Pupil voice</li> <li>• Marking and feedback overviews</li> <li>• Pre and post learning assessment and teacher assessment.</li> <li>• Ranking documentation - indicator children</li> <li>• Evidence Me</li> <li>• Twitter (X)</li> </ul> | NA  | Curriculum Lead<br>Subject leads<br>Teaching staff        | Ongoing |
| To foster collaborative partnerships and increase parental engagement & enrichment ensuring that both children and families are supported to actively participate in school-wide initiatives. | <ul style="list-style-type: none"> <li>• Parental engagement sessions for varied subject areas to be mapped out throughout the year.</li> <li>• Subject leads to seek opportunities to enhance the delivery of their curriculum area e.g. workshops, external providers, local community visits, school trips</li> </ul>  | <ul style="list-style-type: none"> <li>• Twitter (X)</li> <li>• Class Dojo</li> <li>• School Newsletter &amp; Notice Board</li> <li>• Parent Workshops</li> <li>• Google questionnaire to establish strengths and interests of families</li> </ul>  | Minibus -<br>£50.000<br>(approx.) or<br>Leasing Costs | SLT<br>Curriculum Lead<br>Subject leads<br>Teaching staff | Ongoing |
| Teaching, Learning & Assessment   |   |   |   |   |         |

## St Cuthbert's Catholic Primary School

| Danielle Garvey  |  |   |  |  |           |
|--|--|---|--|--|-----------|
| Priority   | Actions  | Evidence for Evaluation   | Resources & Cost   | Staff Responsibility                     | Timeframe |
| To continue to professionally develop staff and their teaching pedagogy.                   | <ul style="list-style-type: none"> <li>Implementation of projects and initiatives e.g. Embedding Mastery, Transition to Year 1, Times Tables Project, Ready Steady Comprehension</li> </ul>  | <ul style="list-style-type: none"> <li>Attendance of Project CPD</li> <li>Performance Management</li> </ul>   | Funded projects - SIL (Transition to Y1, Times Tables)<br><br>Ready Steady Comprehension - £2400 | CBK<br>DG<br>HD<br>BF<br>Subject Leads   | Ongoing   |
| Adaptive Teaching - in all subjects to ensure full inclusivity and progress for all pupils | <ul style="list-style-type: none"> <li>Regular, dedicated time allocated to staff for collaborative planning and discussions to inform provision.</li> <li>Time allocated to complete Pupil Profiles and Intervention Mapping</li> <li>Termly monitoring from Subject Leads and Curriculum Leads.</li> <li>Use of online tool Evidence Me to support in gathering evidence of pupils' development in all subject areas. (All staff)</li> <li>To monitor the use of Evidence Me to ensure quality provision is provided for all pupils which meets their needs.</li> <li>Further develop and allocate appropriate learning spaces for the children to access to ensure quality adaptive teaching</li> </ul> | <ul style="list-style-type: none"> <li>Provision Mapping Library</li> <li>Monitoring of Evidence Me</li> <li>Termly subject monitoring</li> <li>Marking and feedback overviews</li> <li>Pupil voice</li> <li>Marking and feedback overviews</li> <li>Pre and post learning assessment and teacher assessment.</li> <li>Ranking documentation - indicator children</li> <li>Twitter (X)</li> </ul> | Evidence Me: £600  | SLT<br>Curriculum Lead<br>Teaching Staff | Ongoing   |

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| <p>To review current assessment practices to ensure consistency of formative and summative approaches.</p> | <ul style="list-style-type: none"> <li>• Full implementation of OTrack to improve manageable, meaningful and impactful assessment diagnostics.</li> <li>• Curriculum Monitoring Cycle for academic year outlined: <ul style="list-style-type: none"> <li>- Subject Looks</li> <li>- Evidence Me</li> <li>- Feedback</li> <li>- Pupil Voice</li> <li>- Governor Involvement</li> </ul> </li> <li>• Twilights allocated for Teacher Assessment, Ranking &amp; Internal Moderation.</li> <li>• Action Plan to implement consistent formative assessment approaches across the curriculum.</li> <li>• CPD for Assessment Lead. The role of the assessment lead CPD series delivered by SIL.</li> </ul> | <ul style="list-style-type: none"> <li>• OTrack</li> <li>• Ranking documentation</li> <li>• Summer Term Formal Assessments</li> <li>• Marking &amp; Feedback Overviews</li> <li>• Subject Look Overviews</li> <li>• Subject Analysis Report</li> <li>• Learning Walks</li> <li>• Drop Ins</li> </ul> | <p>Cost of OTrack licence (£678)</p> <p>The role of the Assessment Lead - CPD Series (Universal Offer funder)</p> | <p>SLT</p>               | <p>Ongoing</p>   |
|--|--|--|---|--------------------------|------------------|
| <p><b>SEND</b><br/>Helen Jones</p>   |  |  |   |                          |                  |
| Priority   | Actions  | Evidence for Evaluation  | Resources & Cost  | Staff Responsibility     | Timeframe        |
| <p>To achieve accreditation of Inclusion Quality Mark (IQM).</p>   | <ul style="list-style-type: none"> <li>• To attend IQM &amp; HT workshop update</li> <li>• To attend West Derby Learning Network IQM meetings</li> <li>• Collaborate with schools within the network – IQM</li> </ul>  | <ul style="list-style-type: none"> <li>• IQM Inclusive School Award submission &amp; achievement</li> </ul>  | <p>NA – Funded by SIL</p>   | <p>CBK<br/>KL<br/>HJ</p> | <p>July 2025</p> |

## St Cuthbert's Catholic Primary School

|   |   |  |                         |                |         |
|---|---|--|-------------------------|----------------|---------|
|   | <ul style="list-style-type: none"> <li>• Compile and submit evidence for each element of the award:</li> </ul> <p><i>-The Inclusion Values and Practice of the School</i><br/> <i>-The Learning Environment, Resources and ICT</i><br/> <i>-Learner Attitudes, Values and Personal Development</i><br/> <i>-Learner Progress and the Impact on Learning</i><br/> <i>-Learning and Teaching (monitoring)</i><br/> <i>-Parents, carers and Guardians</i><br/> <i>-Governing Body &amp; management -External accountability &amp; Support</i><br/> <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, implementing resources within the graduated approach.     | <ul style="list-style-type: none"> <li>• Distribute licences / IT equipment within year groups.</li> <li>• Refresh / recap Clicker tutorials and webinars, particularly for new teaching staff.</li> <li>• Implementation of software within Literacy lessons.</li> </ul>   | <ul style="list-style-type: none"> <li>• Children's work</li> <li>• Pupil Voice</li> <li>• Feedback from staff</li> <li>• SEND cohort meeting notes</li> </ul> | Clicker £730 (per year) | KL<br>HJ<br>HD | Ongoing |
| To participate in Primary SEND Advocate project, upskilling staff to support SENCo to ensure best possible outcomes for children with SEN | <ul style="list-style-type: none"> <li>• To attend a 6-day programme at SIL.</li> <li>• To develop staff's skills, knowledge and understanding of the SEND Code of Conduct.</li> <li>• To liaise with / collaborate with SENCo to achieve best outcomes for pupils.</li> <li>• To seek and access relevant CPD / workshops to support all of the four broad areas of need.</li> </ul>   | <ul style="list-style-type: none"> <li>• Attendance at Primary SEND Advocacy project.</li> </ul>   | £0 - SIL Funded project | KL<br>HJ<br>PF | Ongoing |
| <p><b>Reading</b><br/>Holly Delahunty</p>   |   |  |                         |                |         |

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| Priority  | Actions   | Evidence for Evaluation   | Resources & Cost                  | Staff Responsible | Timeframe |
|---|---|---|-----------------------------------|-------------------|-----------|
| To continue to effectively embed the Read Write Inc programme as a whole school approach to the teaching of early reading.                                    | <ul style="list-style-type: none"> <li>Reading Leaders to attend termly Reading Leader training to ensure up to date information shared with staff.</li> <li>Termly Development Days with RWI trainer and termly Remote Progress Meetings.</li> <li>Continued staff CPD through coaching and practice sessions.</li> </ul>  | <ul style="list-style-type: none"> <li>CPD log</li> <li>Remote Progress Meeting and Development Day reports and action points.</li> <li>Practice and coaching map.</li> </ul>   | RWI yearly package: £2712.50      | HD                | Ongoing   |
| To provide opportunities to ensure the continual development of pupil's comprehension skills through a comprehensive and progressive reading skills programme | <ul style="list-style-type: none"> <li>Introduction of Ready Steady Comprehension from EYFS-Y6</li> <li>Staff CPD to introduce the teaching of Ready Steady Comprehension.</li> <li>To invest in high quality texts for each class in order to effectively deliver lessons.</li> <li>Use of data from STAR Reading Assessment and AR quizzes to target gaps in children's learning and inform reading skills sessions.</li> </ul> | <ul style="list-style-type: none"> <li>Updated reading skills planning and reading spine.</li> <li>Staff CPD log for Ready Steady Comprehension training.</li> <li>Evidence of implementation:                             <ul style="list-style-type: none"> <li>EvidenceMe</li> <li>Reading Skills books</li> <li>Twitter.</li> </ul> </li> <li>Termly STAR assessments and weekly AR quizzes.</li> </ul> | Ready Steady Comprehension: £2350 | HD                | Ongoing   |
| To continue to develop a robust home reading system.  | <ul style="list-style-type: none"> <li>To invest in a range of high quality home reading books to support effective home reading.</li> <li>Use of data from STAR Reading Assessment and AR quizzes to target gaps in children's learning and ensure home reading books are well matched.</li> </ul>   | <ul style="list-style-type: none"> <li>Termly STAR assessments and weekly AR quizzes.</li> <li>Continued English Lead CPD for AR quizzes and STAR assessment.</li> </ul>  | £2269.40                          | HD                | Ongoing   |

## St Cuthbert's Catholic Primary School

| <b>Behaviour &amp; Attitudes</b>   |  |  |                  |                      |                |
|--|--|--|------------------|----------------------|----------------|
| Behaviour<br>Claire Bellis-Knox  |  |  |                  |                      |                |
| Priority   | Actions  | Evidence for Evaluation  | Resources & Cost | Staff Responsibility | Timeframe      |
| To review and update our Home School Agreement - carefully considering the impact and relevance for all stakeholders.                  | <ul style="list-style-type: none"> <li>Collaborate with stakeholders: children, families, staff &amp; governors</li> <li>Agree on the content of the agreement</li> <li>Share the agreement with all stakeholders via Dojo, website, noticeboards and email (where appropriate)</li> </ul> | <ul style="list-style-type: none"> <li>Review, update and agree upon the content of our Home School Agreement.</li> <li>Children, families and school to support adherence to all statements within the agreement</li> </ul> | NA               | CBK                  | September 2024 |
| To review and update our Behaviour Principles Written Statement - carefully considering the impact and relevance for all stakeholders. | <ul style="list-style-type: none"> <li>Collaborate with stakeholders: children, families, staff &amp; governors</li> <li>Agree on the content of the Statement</li> <li>Share the statement with all stakeholders via Dojo, website, noticeboards and email (where appropriate)</li> </ul> | <ul style="list-style-type: none"> <li>Review, update and agree upon the content of our Behaviour Principles Written Statement.</li> <li>Children, families and school to support adherence to the statement</li> </ul>      | NA               | CBK                  | September 2024 |
| To review and update our Positive Behaviour  | <ul style="list-style-type: none"> <li>Collaborate with stakeholders: children, families, staff &amp; governors</li> </ul>   | <ul style="list-style-type: none"> <li>Review, update and agree upon the content of the</li> </ul>   | NA               | CBK                  | September 2024 |

## St Cuthbert's Catholic Primary School

|   |  |   |                                    |            |                                 |
|---|--|---|------------------------------------|------------|---------------------------------|
| <p>Management Policy taking into consideration the views and opinions of all stakeholders</p> | <ul style="list-style-type: none"> <li>• Agree on the content of the policy ensuring a strong emphasis of positive behaviour management</li> <li>• Carefully consider the DFE document:</li> <li>• Behaviour in Schools - Advice for Head Teachers &amp; School Staff: (Feb 2024).</li> <li>• Make clear references to the Child Protection Policy in addition to The Government's View on the use of force in education - Education &amp; Inspections Act 2006</li> <li>• Share the policy with all stakeholders via Dojo, website, noticeboards and email (where appropriate)</li> </ul> | <p>Positive Behaviour Management Policy</p> <ul style="list-style-type: none"> <li>• Ratification from Governors.</li> </ul>  |                                    |            |                                 |
| <p>To access School Positive Handling Training for all class based staff from React UK</p>    | <ul style="list-style-type: none"> <li>• To earmark a training day for Positive Handling Training enabling all class based staff (inclusive of SLT &amp; Head Teacher) to access the training - ensuring a consistent whole school approach.</li> <li>• To allocate a Staff Training Day in accordance to the availability of React UK</li> <li>• To inform parents / carers via Dojo, website and weekly News &amp; Updates</li> <li>• Invite staff - email, diary notification and Staff Briefing</li> <li>• Update Safeguarding CPD Log</li> </ul>                                      | <ul style="list-style-type: none"> <li>• All participating staff members to achieve:</li> <li>• Foundation Level in Reducing Challenging Behaviour &amp; Level 2 Positive Handling</li> </ul> | <p>£1315 (16 members of staff)</p> | <p>CBK</p> | <p>Autumn Term 1 - 25.10.24</p> |

### Attendance

Claire Bellis-Knox (in conjunction with attendance team members)

*To continue to comply with statutory guidance "Working together to improve school attendance" Updated August 2024.  
Designated Attendance Lead to continue to work with SLT on related initiatives. Attendance like safeguarding is everyone's responsibility.*

## St Cuthbert's Catholic Primary School

| Priority   | Actions   | Evidence for Evaluation   | Resources & Cost   | Staff Responsible                                    | Timeframe      |
|--|---|---|--|--|----------------|
| To review and update the Attendance Policy in response to SIL training facilitated by Carolyn Harkness - SIL School Improvement Officer for Attendance | <ul style="list-style-type: none"> <li>• Agree on the content of the policy in collaboration with the Safeguarding &amp; Attendance Teams in line with training accessed and suggested templates shared (SIL).</li> <li>• Agree on the content of the policy ensuring that it reflects the holistic approach towards improving attendance and punctuality at St Cuthbert's</li> <li>• Share the policy with all stakeholders at Meet the Teacher briefings (autumn 1), website, noticeboards and email (where appropriate)</li> </ul>   | <ul style="list-style-type: none"> <li>• Review, update and agree upon the content of our Attendance Policy</li> <li>• Ratification from Governors</li> <li>• Effective and robust implementation of policy systems and procedures.</li> <li>• Children, families and school to support adherence to the policy</li> </ul>  | NA   | CBK (DAL)<br>Attendance Officer<br>Safeguarding Team | Autumn 1       |
| To continue to strive for improved attendance (aiming for our school target of 97%) focusing on reducing SAs & PAs                                     | <ul style="list-style-type: none"> <li>• Continue to implement robust systems - analysis of attendance and punctuality trends and groups:                             <ul style="list-style-type: none"> <li>- Margin Data</li> <li>- PAs</li> <li>- SAs</li> <li>- Punctuality</li> </ul> </li> <li>• Continue to support families in overcoming barriers to attending school - on time - ensuring equitable access to a high quality education</li> <li>• In response to the specific needs of families, collect children from their home addresses and transport them to and from school as and when support is required.</li> </ul> | <ul style="list-style-type: none"> <li>• Effectiveness &amp; impact of Panel Meetings:                             <ul style="list-style-type: none"> <li>-Support</li> <li>-Support</li> <li>-Challenge                                     <ul style="list-style-type: none"> <li>• Daily, weekly, half termly, termly and annual monitoring, review and analysis of PAs &amp; SAs</li> <li>• Case studies drafted to demonstrate impact - where applicable.</li> </ul> </li> </ul> </li> </ul> | £3990 (excluding VAT) - 3 hours per week / 39 weeks per year<br><br>Minibus - £50.000 (approx.) or Leasing Costs | CBK (DAL)<br>Attendance Officer<br>Safeguarding Team | Each half term |



## St Cuthbert's Catholic Primary School

|   |  |  |   |                      |                             |
|---|--|--|---|----------------------|-----------------------------|
| Review of highly effective attendance & punctuality incentives.   | <ul style="list-style-type: none"> <li>Gather pupil and parent/carer voice regarding incentives and their impact.</li> <li>Revisit and update communication with families regarding successes and initiatives</li> </ul>   | <ul style="list-style-type: none"> <li>Continued monitoring</li> <li>PA &amp; SA analysis</li> <li>Punctuality Analysis</li> <li>Case studies as required</li> </ul>   | NA  | CBK                  | Ongoing                     |
| To access The National School Breakfast Programme and monitor and evaluate its effectiveness and impact on attendance and punctuality | <ul style="list-style-type: none"> <li>Apply for The National School Breakfast Programme</li> <li>In collaboration with children, staff and families decide on a time effective distribution of the Bagel Breakfast with maximum impact</li> <li>Request for family volunteers - Dojo &amp; News &amp; Updates</li> <li>Process Volunteer DBS checks, Volunteer Risk Assessments and Inductions</li> <li>Timetable volunteers across the week</li> <li>Collate feedback from children and families regarding preferred Bagel toppings</li> </ul> | <ul style="list-style-type: none"> <li>Continued monitoring</li> <li>PA &amp; SA analysis</li> <li>Punctuality Analysis</li> <li>Case studies as required</li> <li>Parent/Carer &amp; Pupil Voice</li> <li>8 Parent / Grandparent Volunteers - all have set days as part of the weekly timetable</li> <li>Volunteer DBS, inductions and risk assessments undertaken</li> </ul> | Average weekly cost - £18.49<br>Average annual cost - £721.11<br><br>Order:<br>Weekly - 4 boxes bagels<br>Fortnightly -8 boxes of cereal<br><br>11 pupils access breakfast club whilst parents volunteer at £2.20 per session per pupil | CBK<br>DR            | Initiate Autumn 1 - ongoing |
| Personal Development  |  |  |   |                      |                             |
| RSHE<br>Lauren Murphy   |  |  |   |                      |                             |
| Priority  | Actions  | Evidence for Evaluation  | Resources & Cost  | Staff Responsibility | Timeframe                   |

## St Cuthbert's Catholic Primary School

|   |   |  |            |   |                |
|---|---|--|------------|---|----------------|
| <p>To continue to monitor RSE to measure pupil progress in the three key areas of Journey in Love: Physical, Social &amp; Emotional and Spiritual.</p>              | <ul style="list-style-type: none"> <li>• Support staff in the teaching of RSHE and give advice when needed.</li> <li>• Termly monitoring in line with CSI expectations.</li> <li>• Address feedback from pupil voice (RSHE Questionnaire) to inform future planning.</li> </ul>   | <ul style="list-style-type: none"> <li>• Monitoring Cycle: subject analysis reports / book look</li> <li>• RSHE Workbooks</li> <li>• Pupil / parent voice from RSHE questionnaire (Autumn 2024)</li> <li>• Marking and Feedback Overviews</li> <li>• Twitter (X)</li> </ul>  | <p>N/A</p> | <p>LM<br/>SLT<br/>Teaching Staff</p>                            | <p>Ongoing</p> |
| <p>To foster collaborative partnerships and increase parental engagement ensuring that families are aware of and supported with the content of Journey in Love.</p> | <ul style="list-style-type: none"> <li>• Information shared with opportunities to ask questions / seek advice at Parents Meetings (Autumn 1).</li> <li>• Termly reminders of Journey in Love teaching dates shared on Class Dojo along with a copy of RSHE Policy.</li> <li>• Address feedback from families (RSHE Questionnaire) to inform future planning.</li> </ul> | <ul style="list-style-type: none"> <li>• Monitoring of planning/resources/ Twitter evidence.</li> <li>• RSHE Workbooks / PowerPoints</li> <li>• Marking and Feedback Overviews</li> <li>• Twitter (X)</li> <li>• Monitoring Cycle: subject analysis reports / book look</li> <li>• Parent voice from RSHE questionnaire (Autumn 2024)</li> </ul> | <p>N/A</p> | <p>LM<br/>SLT<br/>Fr. Liam<br/>Teaching Staff<br/>Governors</p> | <p>Ongoing</p> |

## St Cuthbert's Catholic Primary School

| <p>To adapt planning in accordance with the new DfE Statutory RSHE guidance.</p> | <ul style="list-style-type: none"> <li>To keep up to date with DfE consultation regarding the Review of the RSHE Statutory Guidance.</li> <li>Share DfE findings with SLT and teaching staff to ensure PSHE curriculum fulfils the changes.</li> <li>To review PSHE curriculum and adapt if needed in line with changes.</li> </ul> | <ul style="list-style-type: none"> <li>Monitoring Cycle: subject analysis reports / book look</li> <li>PSHE Floor Books / RSHE Workbooks</li> <li>Evidence Me</li> <li>Marking and Feedback Overviews</li> <li>Conversations with Subject Lead</li> <li>Pupil Voice / RSHE questionnaire (Autumn 2024)</li> <li>Twitter (X)</li> </ul> | <p>School Improvement Liverpool : PSHE Coordinator Briefings (costs vary)</p> <p>Evidence Me - £600</p> | <p>LM<br/>SLT<br/>Teaching Staff<br/>Governors</p> | <p>Ongoing</p> |
|--|---|--|---|--|----------------|
| <p><b>PSHE</b><br/>Lauren Murphy</p>   |   |  |   |  |                |
| Priority   | Actions   | Evidence for Evaluation  | Resources & Cost  | Staff Responsibility                               | Timeframe      |

## St Cuthbert's Catholic Primary School

|   |   |   |   |  |                |
|---|---|---|---|--|----------------|
| <p>To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught.</p>                                    | <ul style="list-style-type: none"> <li>To embed retrieval activities at the beginning of each lesson designed to provide the children with key opportunities to revisit prior learning.</li> <li>To share resources from CPD and guidance to support retrieval ideas to staff.</li> <li>Monitor / record the responses of the children to track their PSHE learning journey throughout primary school.</li> </ul>   | <ul style="list-style-type: none"> <li>Monitoring Cycle: subject analysis reports / book look</li> <li>Pupil Voice</li> <li>Marking and Feedback Overviews</li> <li>Conversations with Subject Lead</li> <li>Pre and post learning assessment and teacher assessment</li> <li>Evidence Me</li> <li>Twitter (X)</li> </ul> | <p>School Improvement Liverpool : PSHE Coordinator Briefings (costs vary)</p> <p>Evidence Me - £600</p>   | <p>Lauren Murphy</p> <p>Teaching Staff</p> | <p>Ongoing</p> |
| <p>To foster collaborative partnerships and increase parental engagement ensuring that families are supported to actively participate in school-wide initiatives.</p> | <ul style="list-style-type: none"> <li>To continue to promote PSHE through various events and themed days to engage our school community.</li> <li>To make links within the local community to promote PSHE and the wellbeing of our children and families signposting them to community initiatives.</li> <li>Monitor / record the responses of children and families to encourage further participation within the PSHE learning journey throughout primary school.</li> <li>Subject lead to seek opportunities to enhance the delivery of the PSHE curriculum e.g. workshops, external providers &amp; local community visits</li> </ul> | <ul style="list-style-type: none"> <li>Evidence Me</li> <li>SMSC Grid Maker</li> <li>Monitoring Cycle: subject analysis reports / book look</li> <li>Pupil Voice</li> <li>Marking and Feedback Overviews</li> <li>Twitter (X)</li> </ul>  | <p>Evidence Me: £600</p> <p>Local Community Centres:</p> <ul style="list-style-type: none"> <li>-Joseph Lappin Centre</li> <li>-Brooklands Care Home</li> <li>-ASDA Green Lane</li> <li>-Nugent Care</li> <li>-Fareshare (Kirkby)</li> <li>-Farshare GO (4 x weekly)</li> <li>-Salvation Army</li> <li>-Radio City</li> </ul> | <p>LM Teaching Staff Office Staff</p>      | <p>Ongoing</p> |

## St Cuthbert's Catholic Primary School

|  |   |   |  |   |                  |
|--|---|---|--|---|------------------|
|  |   |   | -Christmas Mission<br><br>Minibus £50,000 (approx.) or Leasing Costs                             |   |                  |
| To adapt planning in accordance with the new DfE Statutory RSHE guidance.    | <ul style="list-style-type: none"> <li>To keep up to date with DfE consultation regarding the review of the RSHE Statutory Guidance.</li> <li>Share DfE findings with SLT and teaching staff to ensure PSHE curriculum fulfils the changes.</li> <li>To review PSHE curriculum and adapt if needed in line with changes.</li> </ul> | <ul style="list-style-type: none"> <li>Monitoring Cycle: subject analysis reports / book look</li> <li>PSHE Floor Books</li> <li>Evidence Me</li> <li>Marking and Feedback Overviews</li> <li>Conversations with Subject Lead</li> <li>Twitter (X)</li> </ul> | School Improvement Liverpool : PSHE Coordinator Briefings (costs vary)<br><br>Evidence Me - £600 | Lauren Murphy<br><br>SLT<br><br>Teaching Staff<br><br>Governors | Ongoing          |
| <b>Leadership &amp; Management</b>   |   |   |  |   |                  |
| <b>Mental Health &amp; Wellbeing – pupils &amp; staff</b><br>Helen Jones     |   |   |  |   |                  |
| <b>Priority</b>  | <b>Actions</b>  | <b>Evidence for Evaluation</b>  | <b>Resources &amp; Cost</b>  | <b>Staff Responsibility</b>                                     | <b>Timeframe</b> |
| To provide CPD to staff with a focus on assessment tools, identifying mental | <ul style="list-style-type: none"> <li>Access Boxall Profile training.</li> <li>Disseminate training to specific staff</li> <li>Emotional Literacy Assessments (SS)</li> </ul>  | <ul style="list-style-type: none"> <li>CPD Log</li> <li>Cohort Meeting notes</li> <li>Intervention timetable</li> </ul>   | Boxall Profile Subscription- No cost, LLP Funded £325  | KL<br>HJ  | Ongoing          |

## St Cuthbert's Catholic Primary School

| health needs within cohorts / whole school.  |   | <ul style="list-style-type: none"> <li>Emotional Literacy Assessment Log (SS)</li> </ul>   | Boxall training - no cost, SIL universal Offer. |                                      |           |
|--|---|--|---|--------------------------------------|-----------|
| To further develop home-school partnerships to develop consistent approaches in supporting pupils' mental health.  | <ul style="list-style-type: none"> <li>Liaise with MHST / Organise termly coffee mornings / workshops.</li> <li>Continue to offer ROAR sessions for parents.</li> <li>Continue to use Twitter (X) and Class Dojo to share and model strategies, approaches and signpost to relevant support.</li> </ul> | <ul style="list-style-type: none"> <li>Attendance and punctuality data</li> <li>Panel Meeting notes</li> <li>Twitter X</li> <li>Class Dojo</li> </ul>                                      | NA  | KL<br>HJ                             | Ongoing   |
| 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. | <ul style="list-style-type: none"> <li>Access appropriate workshops / presentations as and when.</li> <li>Continue commitment to Health and Wellbeing - checking in with staff.</li> <li>Regular supervision</li> </ul>   | <ul style="list-style-type: none"> <li>Performance Management Feedback</li> <li>Appraisal feedback</li> <li>Staff questionnaires</li> <li>Staff attendance data</li> </ul>                 | Cost of workshops / presentations as accessed.  | SLT & Senior Mental Health Lead - KL | Ongoing   |
| <b>Governance</b><br>Chair of Governors  |   |  |   |                                      |           |
| Priority   | Actions   | Evidence for Evaluation  | Resources & Cost                                | Staff Responsibility                 | Timeframe |
| To support the whole school community in fulfilling our mission statement as a Catholic school.  | <ul style="list-style-type: none"> <li>Reflect upon our Mission Statement and celebrate on Mission Day with children, parents and staff.</li> <li>Regular meetings between Governors, HTs, RE leads and Key staff members to evaluate the</li> </ul>  | <ul style="list-style-type: none"> <li>Mission Statements</li> <li>SEF</li> <li>CSED</li> <li>Parent Questionnaires</li> <li>Pupil Questionnaires</li> <li>Staff Questionnaires</li> </ul> | NA  | CBK<br>LM<br>PM<br>Governors         | Ongoing   |

## St Cuthbert's Catholic Primary School

|   |  |  |                  |  |           |
|---|--|--|------------------|--|-----------|
|   | impact and effectiveness of school life on our school community.   | <ul style="list-style-type: none"> <li>External accreditation</li> <li>School Calendar of events: masses, fundraising and initiatives</li> </ul>   |                  |  |           |
| To support the Head Teachers in the implementation, monitoring and evaluation of the SDP  | <ul style="list-style-type: none"> <li>Regular meetings with Governors &amp; HT / SLT / Subject Leads to monitor progress of action planning.</li> </ul>   | <ul style="list-style-type: none"> <li>Governor Sub-Committee Meetings</li> <li>Full Governor Meetings</li> <li>Subject Link Governors Observations, monitoring and reporting</li> </ul>   | NA               | CBK<br>PM<br>Governors<br>Teaching Staff | Ongoing   |
| To work alongside Head Teacher and subject leads, to ensure impactful monitoring of key areas of the curriculum including RE                  | <ul style="list-style-type: none"> <li>Assign Link Governors to support specific curriculum areas.</li> <li>To attend any relevant governor training (SIL / Archdiocese) relevant to area/s of support.</li> <li>To establish regular communication with coordinators to ensure effective monitoring of curriculum / whole school priorities.</li> </ul> | <ul style="list-style-type: none"> <li>Governor Sub-Committee Meeting Reports</li> <li>Full Governor Meeting Reports</li> <li>Subject Link Governors:                             <ul style="list-style-type: none"> <li>observations</li> <li>Learning Walks</li> <li>Book Looks</li> <li>Subject Analysis Reports</li> <li>monitoring and reporting</li> <li>Input in CSED (RE)</li> </ul> </li> </ul> | NA               | CBK<br>PM<br>Governors<br>Teaching Staff | Ongoing   |
| <b>Safeguarding</b><br>Claire Bellis-Knox<br>The 2024 guidance introduces changes to Keeping Children Safe in Education from 1 September 2024 |  |  |                  |  |           |
| Priority  | Actions  | Evidence for Evaluation  | Resources & Cost | Staff Responsibility                     | Timeframe |

## St Cuthbert's Catholic Primary School

|   |  |  |  |            |                 |
|---|--|--|--|------------|-----------------|
| <p>Head Teacher to attend Annual Headteachers' Safeguarding Briefing facilitated by SIL Safeguarding Team</p>   | <ul style="list-style-type: none"> <li>Claire Bellis-Knox to book a place on the Annual Headteachers' Safeguarding Briefing</li> </ul>   | <p><b><u>Head Teacher:</u></b><br/>Claire Bellis-Knox - 18.11.24</p> <ul style="list-style-type: none"> <li>Head Teacher to disseminate information to the Safeguarding Team &amp; Governors - action accordingly</li> </ul>   | <p>NA - SLA</p>  | <p>CBK</p> | <p>Autumn 2</p> |
| <p>To ensure that all members of the safeguarding team (DSL &amp; Deputy DSLs access refresher training facilitated by SIL Safeguarding Team</p> <p>KCSIE 2024 pg. 175 - Training Knowledge &amp; Skills<br/>The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years</p> | <ul style="list-style-type: none"> <li>All members of the Safeguarding Team to access refresher training in autumn 1:</li> </ul> <p><b><u>DSL:</u></b><br/>Claire Bellis-Knox</p> <p><b><u>Deputy DSLs:</u></b><br/>Danielle Garvey<br/>Holly Delahunty<br/>Lauren Murphy<br/>Kate Lunt - Mat Leave</p>                          | <p><b><u>DSL:</u></b><br/>Claire Bellis-Knox - 30.9.24</p> <p><b><u>Deputy DSLs:</u></b><br/>Danielle Garvey - 7.10.24<br/>Holly Delahunty - 21.10.24<br/>Lauren Murphy - 25.6.24</p> <ul style="list-style-type: none"> <li>Safeguarding Team to compile a strategic and collaborative Action Plan in response to training accessed - implementation evaluated</li> </ul> | <p>£360 - (SLA allows for 1 free training session - £120 each additional training session)</p> | <p>CBK</p> | <p>Autumn 1</p> |
| <p>To ensure that all staff (including part time members of staff) receive appropriate annual safeguarding and child protection training in addition to regular updates.</p>  | <ul style="list-style-type: none"> <li>DSL &amp; Deputy DSLs to organise annual safeguarding and child protection training for all staff and governors using the resources shared by SIL Safeguarding Team</li> <li>Maintain a robust Induction process for all student, volunteers and newly appointed staff members</li> </ul> | <ul style="list-style-type: none"> <li>All staff and governors to access annual safeguarding and child protection training.</li> <li>Supplementary training session to be made available for any staff who are unable to attend the first session.</li> </ul>  | <p>SLA - £600</p>  | <p>CBK</p> | <p>Autumn</p>   |



## St Cuthbert's Catholic Primary School

|   |  |  |    |  |         |
|---|--|--|----|--|---------|
| <p>KCSIE 2024 Part 1 Paragraph 12:<br/>All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see paragraph 140 of KCSIE for further information) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively</p> | <ul style="list-style-type: none"> <li>Disseminate monthly SIL e.briefings Safeguarding Matters</li> <li>To maintain the Weekly Safeguarding Focus within the Staff Briefing</li> </ul>  | <ul style="list-style-type: none"> <li>Consistent approach to delivering inductions ensuring that all adults working in St Cuthbert's understand the expectations and their responsibilities in relation to safeguarding and child protection</li> <li>Read, reflect, review and action information shared within e.briefings where appropriate.</li> <li>The content of the Weekly Safeguarding Focus is devised in response to staff feedback from KCSIE 2024</li> </ul> |    |  |         |
| <p>To review and maintain robust and highly analytical systems and processes when children are absent from school.</p> <p>Annex F: Table of substantive changes from September 2023</p> <p>KCSIE 2024 update Part 1 Paragraph 29:<br/>All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as</p>  | <ul style="list-style-type: none"> <li>First Day Response for those absent from school</li> <li>Home Visits for those who are non-contactable</li> <li>Panel Meetings - termly basis (half termly for those who are being internally monitored)</li> <li>EHAT (FHA) - school to accept the role as Lead Professional and work to support both children and families in liaison with LSCP</li> <li>MARF - in cases whereby school suspect that a child / children may be at risk of harm</li> </ul> | <ul style="list-style-type: none"> <li>Panel Meeting evaluations, action and support implemented: Extended School Provision.</li> <li>Decrease and non-recurring PAs and SAs</li> <li>Improved attendance trends for identified pupil groups with a specific focus on vulnerable children and families.</li> </ul>   | NA | CBK (DAL & DSL) Safeguarding Team Attendance Officer | Ongoing |

## St Cuthbert's Catholic Primary School

|  |   |   |           |            |                 |
|--|---|---|-----------|------------|-----------------|
| <p>drug taking and/or alcohol misuse, <i>unexplainable and/or persistent absences from education</i>, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos. 5 can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.</p>  |   | <ul style="list-style-type: none"> <li>• Whole School, Class, family and individuals attendance data</li> </ul>   |           |            |                 |
| <p>To ensure that members of the Safeguarding Team access EHAT / EHAT refresher training facilitated by LSCP (Liverpool Safeguarding Children Partnership)</p> <p>Annex F: Table of substantive changes from September 2023</p> <p>KCSIE 2024 Part 1 Paragraph 18:<br/>Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help...</p> <p>KCSIE 2024 Part 5 Paragraph 497:<br/>It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support.</p> | <p><i>Note: Although KCSIE 2024 refers to Early Help, Liverpool have moved to Liverpool Family Help Service</i></p> <ul style="list-style-type: none"> <li>• Family Help Assessment &amp; Family Help Referrals from October 2024</li> <li>• To secure a place on LFHA Training – LSCP</li> <li>• Collaborate as a Safeguarding Team when opening / Leading on FHA &amp; FHR</li> <li>• To facilitate a whole school approach when identifying children and families who may benefit from family help</li> <li>• Professional dialogue when updating vulnerable overviews</li> <li>• Scrutiny of half termly CPOM incidents when undertaking supervision</li> <li>• Family Help Team to support completion of FHAs &amp; FHRs for recently trained members of staff.</li> </ul> | <p><i>Note: Although KCSIE 2024 refers to Early Help, Liverpool have moved to Liverpool Family Help Service - Family Help Assessment &amp; Family Help Referrals from October 2024</i></p> <p><b>FHA Training:</b><br/>Lauren Murphy - 24.10.24<br/>Danielle Garvey - 11.12.24</p> <p><b>Previously EHAT Training accessed:</b><br/>Helen Jones - 2.7.24<br/>Holly Delahunty - 15.3.24<br/>Kate Lunt - 14.9.23</p> <ul style="list-style-type: none"> <li>• Impact and effectiveness intervention for families being supported by family help</li> <li>• Family Help Updates (for those FHAs that school are the lead and non-lead</li> </ul> | <p>NA</p> | <p>CBK</p> | <p>Autumn 2</p> |

## St Cuthbert's Catholic Primary School

|  |  | <p>professional) logged on the Levels of Need Overview - Google Doc - all members of the Safeguarding Team have access to the document</p> <ul style="list-style-type: none"> <li>• CPOM updates - incident and document vault - alerted to all members of the Safeguarding Team and other integral staff members where appropriate.</li> </ul>     |                  |   |           |
|--|--|---|------------------|---|-----------|
| <b>Safeguarding - E.Safety</b><br>Claire Bellis-Knox                           |  |   |                  |   |           |
| Priority   | Actions  | Evidence for Evaluation   | Resources & Cost | Staff Responsibility  | Timeframe |
| To review and update the Online Safety Policy ensuring adherence to KCSIE 2024 | <ul style="list-style-type: none"> <li>• Agree on the content of the policy in collaboration with:                             <ul style="list-style-type: none"> <li>- the Safeguarding Team</li> <li>- the link governor for web</li> <li>- the nominated governor responsible for ensuring Digital and technology standards</li> <li>- Computing Lead</li> <li>- Liverpool IT Services</li> <li>- MGL.</li> </ul> </li> <li>• Agree on the content of the policy ensuring that it reflects our holistic approach towards ensuring the online safety of all stakeholders at St Cuthbert's</li> </ul> | <ul style="list-style-type: none"> <li>• Review, update and agree upon the content of our Online Safety Policy</li> <li>• Ratification from Governors</li> <li>• Effective and robust implementation of policy systems and procedures.</li> <li>• Children, families and school (including governors) to support adherence to the policy</li> </ul> | NA               | CBK (DSL)<br>Safeguarding Team<br>Governors<br>Computing Lead | Autumn 1  |

## St Cuthbert's Catholic Primary School

|  |  |   |  |   |                |
|--|--|---|--|---|----------------|
|  | <ul style="list-style-type: none"> <li>• Share the policy with all stakeholders on the school website, noticeboards and email (where appropriate)</li> </ul>   |   |  |   |                |
| <p>To review and update Online Safety Audit ensuring adherence to KCSIE 2024</p> | <ul style="list-style-type: none"> <li>• Collaboration when reviewing and updating the content of the audit in collaboration with:             <ul style="list-style-type: none"> <li>- The Safeguarding Team</li> <li>- the link governor for web</li> <li>- the nominated governor responsible for ensuring Digital and technology standards</li> <li>- Computing Lead</li> <li>- Liverpool IT Services</li> <li>- MGL.</li> </ul> </li> <li>• To access available CPD opportunities (from SIL, MGL, LGfL) in order to ensure a robust Online Safety Audit, e.g. Filtering &amp; Monitoring.</li> <li>• To attend Computing Subject Leader Briefings hosted by SIL for relevant safeguarding / e-safety updates.</li> <li>• Disseminate monthly SIL e.briefings Safeguarding Matters with a specific focus on online safety</li> </ul> | <ul style="list-style-type: none"> <li>• Completed Online Safety Audit.</li> <li>• Safeguarding CPD log of training accessed.</li> <li>• Computing Lead - Subject Leader Report</li> <li>• Read, reflect, review and action information shared within e.briefings where appropriate to online safety</li> </ul> | <p>SIL SLA: £600</p> <p>MGL SLA: £4070 - ISP Service Annually (£2000 approximately for MGL Broadband contract)</p> | <p>CBK (DSL) Safeguarding Team<br/>Governors<br/>Computing Lead</p> | <p>Ongoing</p> |

## St Cuthbert's Catholic Primary School

|   |   |   |           |  |                              |
|---|---|---|-----------|--|------------------------------|
| <p>To maintain and monitor the filtering and monitoring systems in place in order to protect children from harmful online materials</p>   | <ul style="list-style-type: none"> <li>● To ensure that all members of the safeguarding team receive instantaneous Smoothwall notifications</li> <li>● All notifications are acted upon and are given due diligence to ensure the safety of all children</li> <li>● Any notifications that require further action or investigation are reported to governors accordingly</li> </ul> | <ul style="list-style-type: none"> <li>● Alerts received for potential breaches::             <ul style="list-style-type: none"> <li>- Real time</li> <li>- True Content Analysis</li> <li>- Granular Control</li> <li>- Hybrid Deployment</li> <li>- Illegal Content</li> <li>- Inappropriate Content</li> </ul> </li> <li>● Any notifications that require further action or investigation are responded to in compliance with the Child Protection and Online Safety Policy and logged on CPOMS</li> <li>● Information is shared (anonymously) in the termly safeguarding report to governors</li> </ul> | <p>NA</p> | <p>Claire Bellis-Knox (DSL)<br/>Safeguarding Team<br/>Computing Lead<br/>Liverpool IT Services<br/>MGL</p> | <p>Ongoing</p>               |
| <p>Each half term to disseminated and action useful resources and information that has been sourced (by SIL Safeguarding) in relation to Cyber Security Standards via SWAY.</p> | <p>As promoted through the DSL Refresher Training 2024-2025, the safeguarding team will disseminate online SWAY, which includes promotion, awareness, and resources to support our setting in meeting 'Cyber Security Standards'.</p>   | <p>Sharing of information to staff, governors and families</p> <p>Response to SWAY - actions highlighted in Computing Lead Subject Leader Report</p>  | <p>NA</p> | <p>Claire Bellis-Knox (DSL)<br/>Safeguarding Team<br/>Governors<br/>Computing Lead</p>                     | <p>Ongoing (Half Termly)</p> |

St Cuthbert's Catholic Primary School

| Early Years Foundation Stage<br>Holly Delahunty   |   |   |   |                   |             |
|---|---|---|---|-------------------|-------------|
| Priority  | Actions   | Evidence for Evaluation   | Resources & Cost  | Staff Responsible | Timeframe   |
| Revise, update and implement progressive skills based curriculum for 2 year olds.   | <ul style="list-style-type: none"> <li>• Visits with other settings to share good 2YO provision practice.</li> <li>• Development of clear progression for 2YO using current skills based curriculum.</li> <li>• Implementation of developed 2YO skills based curriculum.</li> </ul> | <ul style="list-style-type: none"> <li>• Setting visit information and notes.</li> <li>• 2YO long and medium term overview of skills based curriculum.</li> </ul> | NA  | HD                | Spring Term |
| To continue to promote high levels of oracy skills within our Early Years with a focus on reading for pleasure.                                     | <ul style="list-style-type: none"> <li>• Implementation of 'Ready Steady Comprehension' in Reception.</li> <li>• Continued development of EYFS Reading Spine</li> <li>• Continued development of parental engagement in early reading.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• CPD Log</li> <li>• EYFS Reading Spine</li> <li>• Twitter (X)</li> </ul>  | Ready Steady Comprehension Package: £316 per year group | HD                | Ongoing     |
| To implement appropriate interventions to support high-level of SEND needs within EYFS, focusing specifically on Communication & Language and SEMH. | <ul style="list-style-type: none"> <li>• Continued CPD of staff within Early Years of the use of Social Stories.</li> <li>• Continued CPD of staff within Early Years and implementation of Welcomm intervention.</li> </ul>  | <ul style="list-style-type: none"> <li>• CPD log</li> <li>• Intervention log</li> </ul>   | NA  | HD                | Ongoing     |

## 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<br>(including Dates) |
|---------|---|---|---|------------------------------------|
| Reading | To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught. | To foster collaborative partnerships and increase parental engagement & enrichment ensuring that both children and families are supported to actively participate in school-wide initiatives. | To provide opportunities to ensure the continual development of pupil's comprehension skills. | NA                                 |
| English | To adapt the structure of lessons in order to embed retrieval practice and  | To foster collaborative partnerships and increase parental engagement & enrichment ensuring that both   | To provide opportunities to ensure the continual development of pupils                        | NA                                 |

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|           |   |   |  |                     |
|-----------|---|---|--|---------------------|
|           | review of prior learning and new content taught.  | children and families are supported to actively participate in school-wide initiatives.   | confidence and competence in spoken language and listening skills.   |                     |
| Maths     | To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught. | To foster collaborative partnerships and increase parental engagement & enrichment ensuring that both children and families are supported to actively participate in school-wide initiatives. | To embed a consistent approach to the use of stem sentences in order to further develop pupil's reasoning and problem-solving skills     | NA                  |
| Science   | To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught. | To foster collaborative partnerships and increase parental engagement & enrichment ensuring that both children and families are supported to actively participate in school-wide initiatives. | To increase independence and disciplinary skills as pupils raise questions, plan and carry out different types of scientific enquiry.    | Eco Award June 2025 |
| Computing | To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught. | To foster collaborative partnerships and increase parental engagement & enrichment ensuring that both children and families are supported to actively participate in school-wide initiatives. | To evaluate and review planning in line with technological developments, ensuring children are continuing to access available resources. | NA                  |
| Geography | To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught. | To foster collaborative partnerships and increase parental engagement & enrichment ensuring that both children and families are supported to  | To identify and implement the consistent use of grid referencing in map work and ensure progression across all year groups.              | Eco Award June 2025 |



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|         |   |   |   |  |
|---------|---|---|---|--|
|         |   | actively participate in school-wide initiatives.  |   |  |
| History | To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught. | To foster collaborative partnerships and increase parental engagement ensuring that families are supported to actively participate in school-wide initiatives.                                | To further enhance the History curriculum by organising workshops and opportunities for all year groups, utilising external agencies and local links. | NA   |
| Art     | To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught. | To foster collaborative partnerships and increase parental engagement ensuring that families are supported to actively participate in school-wide initiatives.                                | To further enhance the Art curriculum by organising workshops and opportunities for all year groups, utilising external agencies and local links.     | NA   |
| DT      | To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught. | To foster collaborative partnerships and increase parental engagement ensuring that families are supported to actively participate in school-wide initiatives.                                | To further enhance the DT curriculum by organising workshops and opportunities for all year groups, utilising external agencies and local links.      | NA   |
| PE      | To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught. | To foster collaborative partnerships and increase parental engagement & enrichment ensuring that both children and families are supported to actively participate in school-wide initiatives. | To monitor Evidence Me alongside Marking, Feedback and Assessment overviews to evaluate its impact on both the subject and development of our pupils. | AfPE<br>2023-2026<br>School Games Platinum<br>2024-2026<br>Liverpool Health & Wellbeing Award<br>2021-2024 |
| Music   | To adapt the structure of lessons in order to embed retrieval practice and  | To foster collaborative partnerships and increase parental engagement   | To further enhance the Music curriculum by organising workshops   | NA   |

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|     |   |   |  |                             |
|-----|---|---|--|-----------------------------|
|     | review of prior learning and new content taught   | ensuring that families are supported to actively participate in school-wide initiatives.  | and opportunities for all year groups, utilising external agencies and local links.  |                             |
| MFL | To adapt the structure of lessons in order to embed retrieval practice and review of prior learning and new content taught. | To foster collaborative partnerships and increase parental engagement & enrichment ensuring that both children and families are supported to actively participate in school-wide initiatives. | To build staff confidence in embedding Spanish speaking into the daily routine at St Cuthbert's to raise the profile of MFL. | International Schools Award |

## Asset Management Plan 2024-2025

### **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 2024/2025**

#### **Income**

In 2023/2024 the school received Supplementary grants, Teachers pay and pension grants to support cost of pay increases (CFR code IO6). 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). The final clawback has been notified and is £111.83. This is done via a journal not cheque book expenditure.

#### **Cheque Book Expenditure 2023-2024:**

- The school planned for work on fencing, 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 resolved with no cost to the school.

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- Outdoor classroom pods are completed at a cost of £1237178.67. The cheque for the pods has not been issued as we have snags still to be rectified before asking governor approval to issue the cheque.

### **Due to staff, parent and pupils feedback spending priorities are:**

- Musical boards in foundation from Early Years GLD Funding Grant (£10000) costing £6400. The balance of resources to support communication language and literacy and PSED. Actual cost of resources was £10376.30
- Pupil Voice & Staff Voice - Walkable sandpit - accessible to groups of children in Early Years
- The School Council Safeguarding Walk - children highlighted concerns with regards to the instability of the free standing goals. This emulated conversations with Year 3 (Summer Term) in their PSHE lesson focusing on the safety of our school and premises. Quotations being sought for permanent goal installation
- School Council Safeguarding Walk & Parental Request - Quotations are being sought for Pram storage to meet the needs of our parents/children. This will be stored on the foundation area or carpark after risk assessments are carried out. Currently being left with bicycles and scooters - without a protective cover.
- Quotations being sought to buy or lease a new school minibus due to the age of the current minibus, there are ongoing maintenance issues and safeguarding concerns that are costly in addressing. School is working towards ensuring that enrichment opportunities are maintained for our children as outlined in our Leadership Priorities. At times, when the bus is risk assessed it is being deemed unsafe to transport children on & alternative means of transport are having to be sourced with additional costs. The minibus is currently deemed unsafe to drive / transport staff and children.
- Costings are being sourced to remove and replace the Early Years Foundation Stage container.
- St Cuthbert's has been directed by governors with the approval from the LA and Archdiocese to transfer £73904.00 to St Sebastian's (see correspondence).

### **Benchmarking**

Last benchmarking took place in March 2024. St Cuthbert's had the second highest income grant revenue. Also it had the second highest self-generated funding. In terms of expenditure, it was only slightly above the average with expenditure and staff totals. Also premises were slightly higher than average with lower than average occupation costs. The SLT was the third highest and Teaching Assistants were the highest. This reflects the needs of the school community.

### **Challenges**

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

- Minibus - is currently out of use due to safeguarding concerns - the problems with the doors have been ongoing and many attempts have been made to resolve / fix the issue but it is recurring.
- Rodents - There is an ongoing rodent issue around the school site impacted upon by half of the school being surrounded by derelict land. If and when the building work starts on St Anne's new school, this may well increase due vermin migration.
- EYFS Container - Due to the ill-fitting doors, this is no longer fit for purpose due to rodent infestation and several leaks which are limiting storage of resources due to an increase in mould. We have sent images of the doors to specialists and investigated the possibility of replacing them however, the recommendation has been to replace it.

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| - The roof has several leaks, we are in discussion with Arcadis who have assessed the issues raised. We are waiting for a plan of action. |   |  |
|---|---|--|
|   | 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 Estate Management  | IP   |
| Sufficiency (i.e. enough classrooms and specialist spaces to meet the needs of ALL pupils)  | See curriculum of SPD 2024-2025   | H  |
| Condition (i.e. maintenance and decoration)   | Site is maintained with the support of grounds maintenance team and caretaker 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   | NA   |
| 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:<br>Reception - Whole School - Year<br>27                    209                    2019<br>30                    222                    2020<br>30                    221                    2021<br>26                    220                    2022<br>28                    228                    2023<br>30                    236                    2024 | IP   |
| Engage the whole organisation in its development and implementation.  | 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:<br>- Priority<br>- Actions  | IP   |

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|  |  |    |
|--|--|----|
|  | <ul style="list-style-type: none"> <li>- Evidence of Evaluation</li> <li>- Resources &amp; Cost</li> <li>- Staff Responsible</li> <li>- Timeframe</li> </ul> <p>SDP is shared with staff and governors electronically and is also widely available on the school website.<br/>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 |

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|                            |  |    |
|----------------------------|--|----|
| Capital Plans DFC Balances | £48900<br>M&E concerns   | H  |
| Boiler                     | New building – Serviced – issue raised with the failing of the twin head pump set                                      | H  |
| Roofing                    | New building – several leaks identified, Arcadis have assessed, awaiting how they are planning to proceed with repairs | M  |
| Mechanical Engineering     | New building - not appropriate   | IP |