

St Cuthbert's Catholic Primary School



School Development Plan - September 2024

(Including Leadership Priorities & Asset Management Plan)

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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
St Cuthbert's Catholic Primary School



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					
<p>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.</p> <p>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.</p> <p>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.'</p>					
Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
To introduce and begin to fulfil the new Prayer & Liturgy Directory: 'To Love You More Dearly' within St. Cuthbert's community.	<ul style="list-style-type: none"> Attend Prayer & Liturgy launch in November 2024 Disseminate key information to staff / model good practice Update policy in accordance with Archdiocese guidance 	<ul style="list-style-type: none"> Timetables: Stay & Pray / Mass / Prayer & Liturgy Monitoring of planning/resources/ Twitter evidence. 	Prayer & Liturgy Launch (free to Archdiocesan schools) SMSC Gridmaker - £318.60 (inc. VAT)	LM SLT Teaching Staff Support Staff Governors	Ongoing (academic year 2024-25)

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

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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"> Disseminate a calendar of events (Prayer & Liturgy, Masses, Services, and Stay & Pray) for the academic year. Timely invites sent to families on Class Dojo / shared on School Notice Board by RE coordinator / class teachers. Gather feedback from families when attending sessions to inform future planning. Subject lead to seek opportunities to enhance the delivery of the RE curriculum e.g workshops, external providers, local community & places of worship visits 	<ul style="list-style-type: none"> Monitoring of planning/resources/ Twitter evidence. Attendance of children and families at Mass (school / community), Services and Prayer & Liturgy. Pupil & Parent voice from those who attend events from our wider school community. Website / school notice board regularly updated. 	<p>Minibus - £50,000 (approx) or Leasing Costs</p>	<p>LM SLT Fr. Liam Teaching Staff 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"> Attend training at SIL covering: <ul style="list-style-type: none"> Progression in spoken language Spoken language as a curriculum goal The power of prosody 2 hours of pre-recorded staff meetings for Subject Leaders to deliver to staff back in school (7 segments) 	<ul style="list-style-type: none"> CPD Log Twilight content Monitoring documentation Teacher assessment 	<p>NA - Funded Project SIL</p>	<p>HD SLT</p>	<p>Ongoing</p>

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

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

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Continued implementation of formal assessment overview (Teacher Assessment and Indicator Children as drivers)	<ul style="list-style-type: none"> • Full implementation of OTrack to improve manageable, meaningful and impactful assessment diagnostics. • Curriculum Monitoring Cycle for academic year outlined: <ul style="list-style-type: none"> - Subject Looks - Evidence Me - Feedback - Pupil Voice - Governor Involvement • Twilights allocated for Teacher Assessment, Ranking & Internal Moderation 	<ul style="list-style-type: none"> • OTrack • Ranking documentation • Summer Term Formal Assessments • Marking & Feedback Overviews • Subject Look Overviews • Subject Analysis Report 	Cost of OTrack licence (£678)	SLT	Termly
SEND Helen Jones					
Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
To achieve accreditation of Inclusion Quality Mark (IQM).	<ul style="list-style-type: none"> • To attend IQM & HT workshop update • 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: <ul style="list-style-type: none"> -The Inclusion Values and Practice of the School -The Learning Environment, Resources and ICT -Learner Attitudes, Values and Personal Development -Learner Progress and the Impact on Learning -Learning and Teaching (monitoring) -Parents, carers and Guardians -Governing Body & management -External accountability & Support 	<ul style="list-style-type: none"> • IQM Inclusive School Award submission & achievement 	NA – Funded by SIL	CBK KL HJ	July 2025

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	<i>-The School in the Community -How this supports inclusion</i> Agree upon and facilitate an assessment day				
To further develop provision for pupils with a specific difficulty in Literacy, implementing resources within the graduated approach.	<ul style="list-style-type: none"> Distribute licences / IT equipment within year groups. Refresh / recap Clicker tutorials and webinars, particularly for new teaching staff. Implementation of software within Literacy lessons. 	<ul style="list-style-type: none"> Children's work Pupil Voice Feedback from staff SEND cohort meeting notes 	Clicker £730 (per year)	KL HJ 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"> To attend a 6-day programme at SIL. To develop staff's skills, knowledge and understanding of the SEND Code of Conduct. To liaise with / collaborate with SENCo to achieve best outcomes for pupils. To seek and access relevant CPD / workshops to support all of the four broad areas of need. 	<ul style="list-style-type: none"> Attendance at Primary SEND Advocacy project. 	£0 - SIL Funded project	KL HJ PF	Ongoing
Reading Holly Delahunty					
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"> Reading Leaders to attend termly Reading Leader training to ensure up to date information shared with staff. Termly Development Days with RWI trainer and termly Remote Progress Meetings. Continued staff CPD through coaching and practice sessions. 	<ul style="list-style-type: none"> CPD log Remote Progress Meeting and Development Day reports and action points. Practice and coaching map. 	RWI yearly package: £2712.50	HD	Ongoing

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<p>To provide opportunities to ensure the continual development of pupil's comprehension skills.</p>	<ul style="list-style-type: none"> • Introduction of Ready Steady Comprehension from EYFS-Y6 • Staff CPD to introduce the teaching of Ready Steady Comprehension. • To invest in high quality texts for each class in order to effectively deliver lessons. • Use of data from STAR Reading Assessment and AR quizzes to target gaps in children's learning and inform reading skills sessions. 	<ul style="list-style-type: none"> • Updated reading skills planning and reading spine. • Staff CPD log for Ready Steady Comprehension training. • Evidence of implementation: <ul style="list-style-type: none"> - EvidenceMe - Reading Skills books - Twitter. • Termly STAR assessments and weekly AR quizzes. 	<p>Ready Steady Comprehension: £2350</p>	<p>HD</p>	<p>Ongoing</p>
<p>To continue to develop a robust home reading system.</p>	<ul style="list-style-type: none"> • To invest in a range of high quality home reading books to support effective home reading. • 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. 	<ul style="list-style-type: none"> • Termly STAR assessments and weekly AR quizzes. • Continued English Lead CPD for AR quizzes and STAR assessment. 	<p>£2269.40</p>	<p>HD</p>	<p>Ongoing</p>
<h3>Behaviour & Attitudes</h3>					
<p>Behaviour Claire Bellis-Knox</p>					
<p>Priority</p>	<p>Actions</p>	<p>Evidence for Evaluation</p>	<p>Resources & Cost</p>	<p>Staff Responsible</p>	<p>Timeframe</p>

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<p>To review and update our Home School Agreement - carefully considering the impact and relevance for all stakeholders.</p>	<ul style="list-style-type: none"> • Collaborate with stakeholders: children, families, staff & governors • Agree on the content of the agreement • Share the agreement with all stakeholders via Dojo, website, noticeboards and email (where appropriate) 	<ul style="list-style-type: none"> • Review, update and agree upon the content of our Home School Agreement. • Children, families and school to support adherence to all statements within the agreement 	<p>NA</p>	<p>CBK</p>	<p>September 2024</p>
<p>To review and update our Behaviour Principles Written Statement - carefully considering the impact and relevance for all stakeholders.</p>	<ul style="list-style-type: none"> • Collaborate with stakeholders: children, families, staff & governors • Agree on the content of the Statement • Share the statement with all stakeholders via Dojo, website, noticeboards and email (where appropriate) 	<ul style="list-style-type: none"> • Review, update and agree upon the content of our Behaviour Principles Written Statement. • Children, families and school to support adherence to the statement 	<p>NA</p>	<p>CBK</p>	<p>September 2024</p>
<p>To review and update our Positive Behaviour Management Policy taking into consideration the views and opinions of all stakeholders</p>	<ul style="list-style-type: none"> • Collaborate with stakeholders: children, families, staff & governors • Agree on the content of the policy ensuring a strong emphasis of positive behaviour management • Carefully consider the DFE document: • Behaviour in Schools - Advice for Head Teachers & School Staff: (Feb 2024). • Make clear references to the Child Protection Policy in addition to The Government's View on the use of force in education - Education & Inspections Act 2006 • Share the policy with all stakeholders via Dojo, website, noticeboards and email (where appropriate) 	<ul style="list-style-type: none"> • Review, update and agree upon the content of the Positive Behaviour Management Policy • Ratification from Governors. 	<p>NA</p>	<p>CBK</p>	<p>September 2024</p>

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<p>To access School Positive Handling Training for all class based staff from React UK</p>	<ul style="list-style-type: none"> To earmark a training day for Positive Handling Training enabling all class based staff (inclusive of SLT & Head Teacher) to access the training - ensuring a consistent whole school approach. To allocate a Staff Training Day in accordance to the availability of React UK To inform parents / carers via Dojo, website and weekly News & Updates Invite staff - email, diary notification and Staff Briefing Update Safeguarding CPD Log 	<ul style="list-style-type: none"> All participating staff members to achieve: Foundation Level in Reducing Challenging Behaviour & Level 2 Positive Handling 	<p>£1315 (16 members of staff)</p>	<p>CBK</p>	<p>Autumn Term 1 - 25.10.24</p>
<h3 style="margin: 0;">Attendance</h3> <p style="margin: 0;">Claire Bellis-Knox (in conjunction with attendance team members)</p> <p style="margin: 0;"><i>To continue to comply with statutory guidance "Working together to improve school attendance" Updated August 2024.</i></p> <p style="margin: 0;"><i>Designated Attendance Lead to continue to work with SLT on related initiatives. Attendance like safeguarding is everyone's responsibility.</i></p>					
Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
<p>To review and update the Attendance Policy in response to SIL training facilitated by Carolyn Harkness - SIL School Improvement Officer for Attendance</p>	<ul style="list-style-type: none"> Agree on the content of the policy in collaboration with the Safeguarding & Attendance Teams in line with training accessed and suggested templates shared (SIL). Agree on the content of the policy ensuring that it reflects the holistic approach towards improving attendance and punctuality at St Cuthbert's Share the policy with all stakeholders at Meet the Teacher briefings (autumn 1), website, noticeboards and email (where appropriate) 	<ul style="list-style-type: none"> Review, update and agree upon the content of our Attendance Policy Ratification from Governors Effective and robust implementation of policy systems and procedures. Children, families and school to support adherence to the policy 	<p>NA</p>	<p>CBK (DAL) Attendance Officer Safeguarding Team</p>	<p>Autumn 1</p>

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<p>To continue to strive for improved attendance (aiming for our school target of 97%) focusing on reducing SAs & PAs</p>	<ul style="list-style-type: none"> • Continue to implement robust systems - analysis of attendance and punctuality trends and groups: - Margin Data - PAs - SAs - Punctuality • Continue to support families in overcoming barriers to attending school - on time - ensuring equitable access to a high quality education • 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. 	<ul style="list-style-type: none"> • Effectiveness & impact of Panel Meetings: -Support -Support -Challenge <ul style="list-style-type: none"> • Daily, weekly, half termly, termly and annual monitoring, review and analysis of PAs & SAs • Case studies drafted to demonstrate impact - where applicable. 	<p>£3990 (excluding VAT) - 3 hours per week / 39 weeks per year</p> <p>Minibus - £50.000 (approx.) or Leasing Costs</p>	<p>CBK (DAL) Attendance Officer Safeguarding Team</p>	<p>Each half term</p>
<p>Review of highly effective attendance & punctuality incentives.</p>	<ul style="list-style-type: none"> • Gather pupil and parent/carer voice regarding incentives and their impact. • Revisit and update communication with families regarding successes and initiatives 	<ul style="list-style-type: none"> • Continued monitoring • PA & SA analysis • Punctuality Analysis • Case studies as required 	<p>NA</p>	<p>CBK</p>	<p>Ongoing</p>
<p>To access The National School Breakfast Programme and monitor and evaluate its effectiveness and impact on attendance and punctuality</p>	<ul style="list-style-type: none"> • Apply for The National School Breakfast Programme • In collaboration with children, staff and families decide on a time effective distribution of the Bagel Breakfast with maximum impact • Request for family volunteers - Dojo & News & Updates • Process Volunteer DBS checks, Volunteer Risk Assessments and Inductions • Timetable volunteers across the week • Collate feedback from children and families regarding preferred Bagel toppings 	<ul style="list-style-type: none"> • Continued monitoring • PA & SA analysis • Punctuality Analysis • Case studies as required • Parent/Carer & Pupil Voice • 8 Parent / Grandparent Volunteers - all have set days as part of the weekly timetable 	<p>Average weekly cost - £18.49 Average annual cost - £721.11</p> <p>Order: Weekly - 4 boxes bagels Fortnightly -8 boxes of cereal</p>	<p>CBK DR</p>	<p>Initiate Autumn 1 - ongoing</p>

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		<ul style="list-style-type: none"> Volunteer DBS, inductions and risk assessments undertaken 	11 pupils access breakfast club whilst parents volunteer at £2.20 per session per pupil		
Personal Development					
RSHE Lauren Murphy					
Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
To continue to monitor RSE to measure pupil progress in the three key areas of Journey in Love: Physical, Social & Emotional and Spiritual.	<ul style="list-style-type: none"> Support staff in the teaching of RSHE and give advice when needed. Termly monitoring in line with CSI expectations. Address feedback from pupil voice (RSHE Questionnaire) to inform future planning. 	<ul style="list-style-type: none"> Monitoring Cycle: subject analysis reports / book look RSHE Workbooks Pupil / parent voice from RSHE questionnaire (Autumn 2024) Marking and Feedback Overviews Twitter (X) 	N/A	LM SLT Teaching Staff	Ongoing
To foster collaborative partnerships and increase parental engagement ensuring that families are aware of and supported	<ul style="list-style-type: none"> Information shared with opportunities to ask questions / seek advice at Parents Meetings (Autumn 1). Termly reminders of Journey in Love teaching dates shared on Class Dojo along with a copy of RSHE Policy. 	<ul style="list-style-type: none"> Monitoring of planning/resources/ Twitter evidence. RSHE Workbooks / PowerPoints Marking and Feedback Overviews 	N/A	LM SLT Fr. Liam Teaching Staff Governors	Ongoing

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

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

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			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"> To keep up to date with DfE consultation regarding the review of the RSHE Statutory Guidance. Share DfE findings with SLT and teaching staff to ensure PSHE curriculum fulfils the changes. To review PSHE curriculum and adapt if needed in line with changes. 	<ul style="list-style-type: none"> Monitoring Cycle: subject analysis reports / book look PSHE Floor Books Evidence Me Marking and Feedback Overviews Conversations with Subject Lead Twitter (X) 	School Improvement Liverpool : PSHE Coordinator Briefings (costs vary) Evidence Me - £600	Lauren Murphy SLT Teaching Staff Governors	Ongoing

Leadership & Management

Mental Health & Wellbeing – pupils & staff Helen Jones

Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
To provide CPD to staff with a focus on assessment tools, identifying mental health needs within cohorts / whole school.	<ul style="list-style-type: none"> Access Boxall Profile training. Disseminate training to specific staff Emotional Literacy Assessments (SS) 	<ul style="list-style-type: none"> 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.	KL HJ	Ongoing
To further develop home-school partnerships to	<ul style="list-style-type: none"> Liaise with MHST / Organise termly coffee mornings / workshops. 	<ul style="list-style-type: none"> Attendance and punctuality data 	NA	KL HJ	Ongoing

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develop consistent approaches in supporting pupils' mental health.	<ul style="list-style-type: none"> Continue to offer ROAR sessions for parents. Continue to use Twitter (X) and Class Dojo to share and model strategies, approaches and signpost to relevant support. 	<ul style="list-style-type: none"> Panel Meeting notes Twitter X Class Dojo 			
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"> Access appropriate workshops / presentations as and when. Continue commitment to Health and Wellbeing - checking in with staff. Regular supervision 	<ul style="list-style-type: none"> Performance Management Feedback Appraisal feedback Staff questionnaires Staff attendance data 	Cost of workshops / presentations as accessed.	SLT & Senior Mental Health Lead - KL	Ongoing
Governance Chair of Governors					
Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
To support the whole school community in fulfilling our mission statement as a Catholic school.	<ul style="list-style-type: none"> Reflect upon our Mission Statement and celebrate 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. 	<ul style="list-style-type: none"> Mission Statements SEF CSED Parent Questionnaires Pupil Questionnaires Staff Questionnaires External accreditation School Calendar of events: masses, fundraising and initiatives 	NA	CBK LM PM Governors	Ongoing

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<p>To support the Head Teachers in the implementation, monitoring and evaluation of the SDP</p>	<ul style="list-style-type: none"> Regular meetings with Governors & HT / SLT / Subject Leads to monitor progress of action planning. 	<ul style="list-style-type: none"> Governor Sub-Committee Meetings Full Governor Meetings Subject Link Governors Observations, monitoring and reporting 	<p>NA</p>	<p>CBK PM Governors Teaching Staff</p>	<p>Ongoing</p>
<p>To work alongside Head Teacher and subject leads, to ensure impactful monitoring of key areas of the curriculum including RE</p>	<ul style="list-style-type: none"> 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 coordinators to ensure effective monitoring of curriculum / whole school priorities. 	<ul style="list-style-type: none"> Governor Sub-Committee Meeting Reports Full Governor Meeting Reports Subject Link Governors: <ul style="list-style-type: none"> - observations - Learning Walks - Book Looks - Subject Analysis Reports - monitoring and reporting - Input in CSED (RE) 	<p>NA</p>	<p>CBK PM Governors Teaching Staff</p>	<p>Ongoing</p>
<p>Safeguarding Claire Bellis-Knox The 2024 guidance introduces changes to Keeping Children Safe in Education from 1 September 2024</p>					
Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe
<p>Head Teacher to attend Annual Headteachers'</p>	<ul style="list-style-type: none"> Claire Bellis-Knox to book a place on the Annual Headteachers' Safeguarding Briefing 	<p>Head Teacher: Claire Bellis-Knox - 18.11.24</p>	<p>NA - SLA</p>	<p>CBK</p>	<p>Autumn 2</p>

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<p>Safeguarding Briefing facilitated by SIL Safeguarding Team</p>		<ul style="list-style-type: none"> Head Teacher to disseminate information to the Safeguarding Team & Governors - action accordingly 			
<p>To ensure that all members of the safeguarding team (DSL & Deputy DSLs access refresher training facilitated by SIL Safeguarding Team</p> <p>KCSIE 2024 pg. 175 - Training Knowledge & Skills</p> <p>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"> All members of the Safeguarding Team to access refresher training in autumn 1: <p>DSL: Claire Bellis-Knox</p> <p>Deputy DSLs: Danielle Garvey Holly Delahunty Lauren Murphy Kate Lunt - Mat Leave</p>	<p>DSL: Claire Bellis-Knox - 30.9.24</p> <p>Deputy DSLs: Danielle Garvey - 7.10.24 Holly Delahunty - 21.10.24 Lauren Murphy - 25.6.24</p> <ul style="list-style-type: none"> Safeguarding Team to compile a strategic and collaborative Action Plan in response to training accessed - implementation evaluated 	<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"> DSL & Deputy DSLs to organise annual safeguarding and child protection training for all staff and governors using the resources shared by SIL Safeguarding Team Maintain a robust Induction process for all student, volunteers and newly appointed staff members Disseminate monthly SIL e.briefings Safeguarding Matters 	<ul style="list-style-type: none"> All staff and governors to access annual safeguarding and child protection training. Supplementary training session to be made available for any staff who are 	<p>SLA - £600</p>	<p>CBK</p>	<p>Autumn</p>

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<p>KCSIE 2024 Part 1 Paragraph 12: 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"> To maintain the Weekly Safeguarding Focus within the Staff Briefing 	<p>unable to attend the first session.</p> <ul style="list-style-type: none"> 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 Read, reflect, review and action information shared within e.briefings where appropriate. The content of the Weekly Safeguarding Focus is devised in response to staff feedback from KCSIE 2024 			
<p>To review and maintain robust and highly analytical systems and processes when children are absent from school.</p>	<ul style="list-style-type: none"> First Day Response for those absent from school Home Visits for those who are non-contactable Panel Meetings - termly basis (half termly for those who are being internally monitored) EHAT (FHA) - school to accept the role as Lead Professional and work to support both children and families in liaison with LSCP 	<ul style="list-style-type: none"> Panel Meeting evaluations, action and support implemented: Extended School Provision. 	<p>NA</p>	<p>CBK (DAL & DSL) Safeguarding Team Attendance Officer</p>	<p>Ongoing</p>

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<p>Annex F: Table of substantive changes from September 2023</p> <p>KCSIE 2024 update Part 1 Paragraph 29: All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as 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"> MARF - in cases whereby school suspect that a child / children may be at risk of harm 	<ul style="list-style-type: none"> Decrease and non-recurring PAs and SAs Improved attendance trends for identified pupil groups with a specific focus on vulnerable children and families. Whole School, Class, family and individuals attendance data 			
<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: Any child may benefit from early help, but all school and college staff should be particularly alert</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"> Family Help Assessment & Family Help Referrals from October 2024 To secure a place on LFHA Training – LSCP Collaborate as a Safeguarding Team when opening / Leading on FHA & FHR To facilitate a whole school approach when identifying children and families who may benefit from family help Professional dialogue when updating vulnerable overviews Scrutiny of half termly CPOM incidents when undertaking supervision 	<p><i>Note: Although KCSIE 2024 refers to Early Help, Liverpool have moved to Liverpool Family Help Service - Family Help Assessment & Family Help Referrals from October 2024</i></p> <p>FHA Training: Lauren Murphy - 24.10.24 Danielle Garvey - 11.12.24</p> <p>Previously EHAT Training accessed: Helen Jones - 2.7.24</p>	NA	CBK	Autumn 2

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<p>to the potential need for early help...</p> <p>KCSIE 2024 Part 5 Paragraph 497: 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>	<ul style="list-style-type: none"> Family Help Team to support completion of FHAs & FHRs for recently trained members of staff. 	<p>Holly Delahunty - 15.3.24 Kate Lunt - 14.9.23</p> <ul style="list-style-type: none"> Impact and effectiveness intervention for families being supported by family help Family Help Updates (for those FHAs that school are the lead and non-lead professional) logged on the Levels of Need Overview - Google Doc - all members of the Safeguarding Team have access to the document CPOM updates - incident and document vault - alerted to all members of the Safeguarding Team and other integral staff members where appropriate. 			
<p>Safeguarding - E.Safety Claire Bellis-Knox</p>					
Priority	Actions	Evidence for Evaluation	Resources & Cost	Staff Responsible	Timeframe

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<p>To review and update the Online Safety Policy ensuring adherence to KCSIE 2024</p>	<ul style="list-style-type: none"> • Agree on the content of the policy in collaboration with: <ul style="list-style-type: none"> - the Safeguarding Team - the link governor for web - the nominated governor responsible for ensuring Digital and technology standards - Computing Lead - Liverpool IT Services - MGL. • 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 • Share the policy with all stakeholders on the school website, noticeboards and email (where appropriate) 	<ul style="list-style-type: none"> • Review, update and agree upon the content of our Online Safety Policy • Ratification from Governors • Effective and robust implementation of policy systems and procedures. • Children, families and school (including governors) to support adherence to the policy 	<p>NA</p>	<p>CBK (DSL) Safeguarding Team Governors Computing Lead</p>	<p>Autumn 1</p>
<p>To review and update Online Safety Audit ensuring adherence to KCSIE 2024</p>	<ul style="list-style-type: none"> • Collaboration when reviewing and updating the content of the audit in collaboration with: <ul style="list-style-type: none"> - The Safeguarding Team - the link governor for web - the nominated governor responsible for ensuring Digital and technology standards - Computing Lead - Liverpool IT Services - MGL. • To access available CPD opportunities (from SIL, MGL, LGfL) in order to ensure a robust Online Safety Audit, e.g. Filtering & Monitoring. • To attend Computing Subject Leader Briefings hosted by SIL for relevant safeguarding / e-safety updates. • Disseminate monthly SIL e.briefings Safeguarding Matters with a specific focus on online safety 	<ul style="list-style-type: none"> • Completed Online Safety Audit. • Safeguarding CPD log of training accessed. • Computing Lead - Subject Leader Report • Read, reflect, review and action information shared within e.briefings where appropriate to online safety 	<p>SIL SLA: £600 MGL SLA: £4070 - ISP Service Annually (£2000 approximately for MGL Broadband contract)</p>	<p>CBK (DSL) Safeguarding Team Governors Computing Lead</p>	<p>Ongoing</p>

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<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"> To ensure that all members of the safeguarding team receive instantaneous Smoothwall notifications All notifications are acted upon and are given due diligence to ensure the safety of all children Any notifications that require further action or investigation are reported to governors accordingly 	<ul style="list-style-type: none"> Alerts received for potential breaches:: <ul style="list-style-type: none"> - Real time - True Content Analysis - Granular Control - Hybrid Deployment - Illegal Content - Inappropriate Content 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 Information is shared (anonymously) in the termly safeguarding report to governors 	<p>NA</p>	<p>Claire Bellis-Knox (DSL) Safeguarding Team Computing Lead Liverpool IT Services 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) Safeguarding Team Governors Computing Lead</p>	<p>Ongoing (Half Termly)</p>

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Early Years Foundation Stage 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"> • Visits with other settings to share good 2YO provision practice. • Development of clear progression for 2YO using current skills based curriculum. • Implementation of developed 2YO skills based curriculum. 	<ul style="list-style-type: none"> • Setting visit information and notes. • 2YO long and medium term overview of skills based curriculum. 	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"> • Implementation of 'Ready Steady Comprehension' in Reception. • Continued development of EYFS Reading Spine • Continued development of parental engagement in early reading. 	<ul style="list-style-type: none"> • CPD Log • EYFS Reading Spine • Twitter (X) 	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"> • Continued CPD of staff within Early Years of the use of Social Stories. • Continued CPD of staff within Early Years and implementation of Welcomm intervention. 	<ul style="list-style-type: none"> • CPD log • Intervention log 	NA	HD	Ongoing

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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)
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 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 provide opportunities to ensure the continual development of pupils confidence and competence in spoken language and listening skills.	NA

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		to actively participate in school-wide initiatives.		
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 actively participate in school-wide initiatives.	To identify and implement the consistent of use of grid referencing in map work and ensure progression across all year groups.	Eco Award June 2025

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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 2023-2026 School Games Platinum 2024-2026 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	To foster collaborative partnerships and increase parental engagement ensuring that families are supported to actively participate in school-wide initiatives.	To further enhance the Music curriculum by organising workshops and opportunities for all year groups, utilising external agencies and local links.	NA

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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
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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.
- 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 was 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:

- 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

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These are examples of the frustrations faced whilst trying to ensure the building met the needs of our pupils.																	
	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	<p>School numbers are scrutinised with each census and shared with stakeholders. We have looked at Reception and Whole School numbers since 2019:</p> <p>Reception - Whole School - Year</p> <table style="margin-left: 20px;"> <tr> <td>27</td> <td>209</td> <td>2019</td> </tr> <tr> <td>30</td> <td>222</td> <td>2020</td> </tr> <tr> <td>30</td> <td>221</td> <td>2021</td> </tr> <tr> <td>26</td> <td>220</td> <td>2022</td> </tr> <tr> <td>28</td> <td>228</td> <td>2023</td> </tr> </table>	27	209	2019	30	222	2020	30	221	2021	26	220	2022	28	228	2023	IP
27	209	2019															
30	222	2020															
30	221	2021															
26	220	2022															
28	228	2023															

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	30	236	2024	
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"> - Priority - Actions - Evidence of Evaluation - Resources & Cost - Staff Responsible - Timeframe <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

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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 M&E concerns	H
Boiler	New building - not appropriate	IP
Roofing	New building - not appropriate	IP
Mechanical Engineering	New building - not appropriate	IP