



St. Cuthbert's RC Primary School
You are unique, talented and loved by God.

School Improvement Plan 2021-2022

SCHOOL CONTEXT					
Number of pupils on roll	207	Number of pupils eligible for pupil premium	36	Number of pupils with an education, health and care (EHC) plan	1 Plus 4 children with top up funding
Percentage of pupils on track to meet expected standard/attainment targets		Percentage of pupils on track to exceed expected standard/attainment targets		Number of pupils currently not on track to meet expected standard/attainment targets	
Pupil intake information (pupils with low (L), middle (M), high (H) prior attainment) (Not including Reception class)	L: 4 M: 2 H: 1	Most recent Ofsted grade	Good	Staff turnover for the previous year	Lost network manager, one 0.8 teacher Gained one new teacher, Two new TAs (one FT, one PT), one TA was appointed as HLTA. One SEN TA, 2 kitchen staff and one lunchtime supervisor
Percentage of pupils with English as an additional language (EAL)	1.5%	Pupil achievement for whole cohort (e.g. average progress scores for Key Stage (KS) 2)		Pupil achievement by characteristic (e.g. disadvantaged pupils, EAL, gender)	
Key Ofsted actions from last report					
Key staffing areas of issue	None				

QUALITY OF EDUCATION

To develop a love of reading in children

Actions	Lead	Timescale	Cost	Monitoring	Success criteria
<p>All classes to have a daily story time using good quality text books which are age appropriate buy maybe beyond children's' own reading ability. KW to provide classes with reading lists of books that they could read with their children for enjoyment.</p> <p>Be mindful that further into KS2, class texts are often much longer chapter books so lots of their daily reading will be done through these texts. However, staff to still read other texts for enjoyment such as poetry, short stories etc</p>	KW	<p>Ongoing</p> <p>Teachers to keep a log of texts read.</p>	Replenishing books as and when are needed.	KW – termly learning walks and collecting logs	Children develop an appreciation for reading and are exposed to varying text types.
<p>Develop outdoor reading areas for all bubbles. Set up a book box or small storage container for outdoors for the woodland tree seating area (Green bubble) Reading shed and surrounding area (red bubble) Speak to CG to organise a space for Yellow bubble.</p>	KW	By Spring Term	£200 for storage	KW (with CG in yellow area and LH in green area)	Children can access reading at break times for pleasure.
<p>Set up reading for pleasure boxes for each classroom using books from Durham Learning resources. Storage boxes have been purchased.</p>	KW	ASAP in Sept	No further cost (part of SLA with Durham Learning Resources)		Children are accessing books for pleasure.
<p>Now Covid restrictions are beginning to lift, all children to have access to school library. KW/RD to run a library club for both KS1 and KS2 children.</p>	KW/RD	By end of Autumn term		KW	Library is used initially by green bubble. Begin to open it out to other year groups.
<p>Continue to ensure that all children in EYFS and KS1 are given the opportunity to broaden their reading through the use of a shared weekly reader. (to read alongside their RWI book bag book)</p>	KW to support CE and TAs	KW to support CE beginning Autumn term.	Staff release if necessary	KW – book scrutiny	Children in Year 1 and 2 are challenged and some can apply higher order reading skills.
<p>Fiction Express to be set up for all children from Year 2 upwards for children to have access at both home and school.</p>	KW	ASAP			
<p>Reading Plus is to be used in Year 5 and 6 to improve comprehension and fluency.</p>	KW	September - May	£4000 for 3 years in 2 instalments	NN,KW and LH to meet to discuss pupil progress	Improvement in reading skills.

					___% of children achieve expected standard in reading in May 2021 ___% of children achieve higher standard in reading in May 2021
Reading comprehension is planned effectively to challenge all pupils (Ofsted 2020) Children must be exposed to higher order reading skills throughout whole school through the use of good quality texts.					
Actions	Lead	Timescale	Cost	Monitoring	Success criteria
Leaders should ensure that teachers select more demanding texts and ask more Searching questions, especially of the most able pupils in each class.	KW	Ongoing		KW, NN	Work in books and lesson observations show that all children are challenged and there is specific challenge for the most able.
All year groups to teach reading comprehension skills weekly focusing on all strands of the reading curriculum to build skills. KS1 to introduce Reading Vipers to the children through reading dogs and KS2 to move onto the use of VIPERS.	KW	Ongoing with immediate effect		All staff KW	Comprehension is taught and there is evidence in children's books.
To raise achievement in boys writing.					
Actions	Lead	Timescale	Cost	Monitoring	Success criteria
To begin to work on points addressed in the action plan produced alongside Jane Kennedy (see action plan) .	KW	Academic year		SLT and KW	Boys are given opportunities to write about topics which are of interest, standard of writing improves, writing is celebrated and rewarded.
To improve pupils' handwriting					
Actions	Lead	Timescale	Cost	Monitoring	Success criteria
After lockdown, many children have had a dip in their handwriting and picked up many bad habits.	KW	Academic year		SLT and KW	Improvement in handwriting
The curriculum is monitored and evaluated and all curriculum subjects are embedded consistently.					
Actions	Lead	Timescale	Cost	Monitoring	Success criteria
To monitor the impact of those areas of the curriculum under development. (DT and Music)	SLT and co-ordinators	Ongoing	Music resources DT resources £1000	NN	Music planning and teaching is rigorous and includes musical appreciation linking to other resources. There is an improvement in DT skills which can be

<p>Ensure the school's curriculum intent and implementation are embedded consistently across the school so that work is of a consistently high quality in all wider curriculum subject areas. <i>Ofsted (January 2020) agreed with our SEF that, "Leaders should continue their work to develop the school's curriculum." Since that point, significant work has been undertaken to develop and refine all subjects/areas within the wider curriculum. Whilst there has been significant progress in this area, with good evidence of impact, there has been some disruption to the progress planned as a result of Covid implications and restrictions. Now is the time to focus on embedding the good practice we have developed to ensure a consistently high quality of work in all wider curriculum subject areas. This focus should highlight the excellence from within our curriculum to help cement an outstanding quality of education.</i></p>	<p>SLT and co-ordinators</p>	<p>Ongoing</p>		<p>NN and EP</p>	<p>applied to other subjects in the curriculum.</p> <p>Pupils' learning demonstrates that they know more and are remembering more leading to improved outcomes across all non-core subjects.</p> <p>Books/evidence in all wider curriculum subjects demonstrate good progress (pupil knowledge, skills & outcomes) with very strong progress/exemplary outcomes evident i</p> <p>Quality of work, in all non-core subjects, demonstrates that the pupils are learning the right things in the right order, prior knowledge is built upon and good progress is made</p>
---	------------------------------	----------------	--	------------------	--

Evaluation of impact: January 2022

1 and 2) Reading and Reading Comprehension:

Lots of real books were ordered aimed towards boys at KS2. Boxes were utilised from Durham Learning Resources for reading for pleasure in classes. All classes have a designated reading area. Reading is obvious in classes. Class texts are used in all classes. Home time stories are also read in KS1 as their texts are not as bulky. Class texts have been reviewed in September 2021 to ensure a range of cultures, authors and genre is covered. The library is set up and RD and KW have been running a library club for children in Year 1 and 2.

Comprehension – reading vipers are used at KS2, reading dogs in Y2 (Vocabulary, inference, predicting, explanation, retrieval, summarising). Each area is taught as a skill. Comprehension is not using set texts. Literacy shed plus – lots of resources from class readers in reading vipers skills. Often comprehension is taught using these skills but using class texts. Higher order reading skills are targeted in all year groups using these skills. No comprehension scheme book is used. CPD in the Autumn term on Reading where Mrs Wilkinson and Mrs Parlett shared reading comprehension strategies.

Reading plus has been used in Year 5 and 6. This has made a huge impact on reading speed, stamina and comprehension skills.

Fiction Express – Year 5 and 6 have been using Fiction Express. Every half-term, three books are published on our website in weekly chapters. What happens next is entirely up to the readers. Using their votes, they are able to decide where the plot goes next. Then the author will bring the most popular choice to life. They are hugely engaged. Year 6 are constantly giving feedback to the author and a number have received certificates and responses from the author. One child from Y5 and one from Y6 were invited to meet the author virtually.

KS1 books – the impact on fluency and recognition of HFW is huge. They read the same book all week and it links to the book they have in Guided reading. The reading scheme in KS2 is colour banded and we have added real books to the reading scheme books which the children have particularly enjoyed so some children don't feel like they are on a scheme and they can choose a book or author they are particularly interested in.

3) Boys Writing:

Links to writing objectives in point 1.

Specific writing in foundation subjects; 'writing like a geographer', 'writing like a historian' which engages the boys.

Male author – Adam Bushnell – topics geared towards boys and male role model is visiting in February.

Kylie Dixon, a local author, came and worked with KS2 children in November.

Staff have been planning writing activities that stimulates the interest of boys. Mrs N and Mrs P observed an excellent Year 6 english lesson linked to World War 1 which produced some excellent writing from boys.

4) Curriculum

We are continuing to monitor the impact of those areas of the curriculum under development.

NN is part of the BCCET Music planning group.

EP is part of the BCCET DT planning group.

We are using Trust MFL resources and these are delivered by KW and EP.

CE has begun to familiarise herself with art curriculum area and has looked at sketchbooks and spoken to children from Y5/6

Spring term - Staff to review their curriculum statements and ensure they are up to date.

Staff to look at books in their curriculum area (History, Geography, Science, Art sketchbooks, RE)

BEHAVIOUR AND ATTITUDES

New staff to school and a reviewed behaviour policy. We will be reintroducing routines which the children have not had to follow for the last 18 months.

Actions	Lead	Timescale	Cost	Monitoring	Success criteria
Strengthen consistency, through coaching and CPD, in the application of the behaviour policy principles so that the first attention is always given to the best conduct (especially for new staff). Embed key routines & expectations, as necessary, as a result of post-Covid restrictions to ensure a calm and purposeful school environment at all times.	NN/EP	Autumn 2020 Ongoing		NN/EP	All parties understand the expectations. Pupil's behaviour and attitude to learning is increasingly positive.
Continue to increase the resilience of our pupils					
Actions	Lead	Timescale	Cost	Monitoring	Success criteria
Peer observations to be used to identify areas for development in learning opportunities for resilience and independence. Create a culture where children show that they are resilient in the face of difficulties	SLT	Autumn 2021	Teacher release	All teachers	Peer observations completed and action plans developed Section on lesson observation feedback to now include

Teachers to identify what they are doing to promote and increase resilience.					resilience/independence opportunities Lesson obs show reduction in over use of teacher/support staff direction
Taking part in the resilience programme offered by the Trust.					

Re-establishing pupil leadership roles as these have been limited in the last 18 months.

Actions	Lead	Timescale	Cost	Monitoring	Success criteria
<p>Further develop pupil leadership roles so that they make a tangible contribution to the life of the school.</p> <p>Paula Prest – School council, Eco group, JRSO</p> <p>Ruth Donnelly – Mental health ambassadors</p> <p>Cath Strong – Mini Vinnies</p> <p>Lyndsey Huntley – Rights Respecting</p>	NN/EP	Ongoing		SLT to ensure all staff re adhering to restorative approach	<p>Short term</p> <ul style="list-style-type: none"> • Staff re-establish groups • Children are allotted key roles and responsibilities within the groups • Meetings are held regularly and with a purpose • All Children have the opportunity to seek ideas from their peers and feedback <p>Medium term</p> <ul style="list-style-type: none"> • Pupil questionnaires show that they feel valued • Projects have a purpose and contribute to the life of the school

Evaluation of impact:

1) Behaviour

The behaviour policy is updated/reviewed every September. Behaviour is very good. All aspects of conduct are reinforced during assembly times and at staff meetings. This ensures that everyone is very aware of the school's moral code. Pupils are very polite and well mannered. They respect each other and are sensitive to the needs of their friends, as evidenced in classrooms where pupils with special educational needs are fully embraced in the learning culture. A positive approach to discipline promotes excellent behaviour which is rewarded with a range of certificates, letters to parents and praise. Children have agreed Class, Playground and Dining Room Charters as well as more recent "Bubble" charters. Our pupils understand the importance of good behaviour. We teach our children to negotiate with each other when there are disagreements. We encourage them to explain to each other how they feel. We discuss the consequences of negative behaviour. Any poor behaviour is tackled by working in partnership with parents. An addendum to the behaviour policy was sent to parents in September highlighting any changes/additions to the policy in light of COVID19. Staff use the restorative approach to behaviour management and use Post Incident Learning summaries. Through achieving the Rights Respecting Gold Award, we encourage pupils to respect each other and appreciate with every right comes a responsibility.

2) Resilience

- We are working to create a culture where children show that they are resilient in the face of difficulties. Teachers have been asked to identify what they are doing to promote and increase resilience.

- All staff have attended training on the Durham resilience programme in November/December and a working party has been established. There have been no meetings so far this term.
- NN and RD have attended mental health first aid training. LD attended mental health training for children in December.
- We have a number of pupils who are demonstrating signs of anxiety in school. These children have been offered support in school, and we are following up CAMHS referrals. We have sought advice from the Trust SENCO and outside agencies.

3) Pupil Leadership

Staff have re-established groups

- Children are allotted key roles and responsibilities within the groups
- Meetings are held regularly and with a purpose
- All Children have the opportunity to seek ideas from their peers and feedback
- Mini Vinnies led a Christmas appeal
- Mental health ambassadors contributed to mental health day in October.
- Rights Respecting Ambassadors contributed to the Gold Award.

PERSONAL DEVELOPMENT

All children need to feel valued and that they have a voice. They need to feel they are being listened to.

Actions	Lead	Timescale	Cost	Monitoring	Success criteria
<p>Develop the roles of the Eco Committee and Sports' Captains/Play Leaders in order to develop pupils' character and nurture their leadership skills.</p> <p>Strengthen the role of School Council within the school so that pupils know how to discuss and debate issues in a considered way and the idea of democracy is promoted throughout the school.</p>	PP/CS/EP	Begin in September and review half termly		NN, EP	<p>Short term – new members will be elected; the groups will begin to meet on a rota. Autumn term project for each group. Leaders should be allocated within the groups. New members of staff allocated and time given to plan and deliver it.</p> <p>Medium term - the groups will continue to meet on a rota. Second project. Begin to forge some community links. Members of the groups will write a report for the school newsletter. Pupil questionnaires to establish if children feel pupil voice is heard in school.</p>

					Long term - the groups will continue to meet on a rota. Summer project. Continue to forge community links. Members will write a report for the school newsletter.
Interventions and enrichment opportunities ensure pupils are mentally healthy and develop resilience.					
Actions	Lead	Timescale	Cost	Monitoring	Success criteria
Clubs, trips and activities provide a range of opportunities to develop, nurture and stretch pupils' talents and interests. There is a spread of clubs across each term, focussing on different age ranges and interests. A plan is set for each term. Disadvantaged pupils, are encouraged to take part (depending on what is allowed due to COVID restrictions) Foster positive emotions by building a sense of pride and belonging within the school. Create a positive learning environment where children have a voice and choice, ensure that all students feel physically and emotionally safe and use collaborative learning strategies to enhance relationships. A proactive approach will help to reduce anxiety and improve learning outcomes.	EP, NN	Ongoing		EP, NN	Regular item on SLT/Staff meeting agendas for identification of vulnerable pupils. All staff aware of identified pupils and support identified and in place for the vulnerable pupils. Children can talk confidently about their aspirations, interests and talents. There is a plan for clubs each term so that it caters for a range of ages and variety of interests.
Further work on developing a culture of resilience in approaching different areas of the curriculum. Extend opportunities for collaboration and competition (not just within sports activities) in order to support the development of pupils' confidence & resilience.	RD and SL	Beginning September		NN	Short term/Medium term • Staff begin the resilience project as part of the Trust. Three sessions for all staff. Establishment of a working party in school. Action plan developed. Pupil focus group identified. • Mrs Donnelly/Mrs Lambert review provision for children who require mental health support and refer to external agencies or allocate intervention support within school. • Staff provide activities for mental wellbeing in class
Through the Mental Health lead, ensure further training and a review of provision so that pupils know how to keep mentally healthy The mental health lead to develop an action plan and policy for improving children and adult's mental health. (See action plan)	RD and SL	Beginning September		NN	

					<ul style="list-style-type: none"> • Zippy's friends could be used in Y2. • Children have the opportunity to be active every day. <p>Long term Staff know who they can refer to if they feel they need support with a child's mental health. Children know strategies they can use to stay mentally healthy.</p>
--	--	--	--	--	---

Evaluation of impact:

1) Pupil Voice

New members were elected; the groups have begun to meet on a rota. Autumn term project for each group. Leaders have been allocated within the groups. New members of staff allocated and time given to plan and deliver it. (Links with Behaviour and Attitudes 3)

2) Intervention and enrichment activities

- Wellbeing - Regular item on SLT/Staff meeting agendas for identification of vulnerable pupils.
- All staff aware of identified pupils and support identified and in place for the vulnerable pupils.
- Children can talk confidently about their aspirations, interests and talents.
- There is a plan for clubs each term so that it caters for a range of ages and variety of interests.
- Interventions are reviewed half termly and support plans and SEN reviews completed for children.
- There has been an increase in referrals to cognition and learning, movement and CAMHS this academic year. We have the highest number of SEN on our register than we have ever had.
- Staff are trying to foster positive emotions in children by building a sense of pride and belonging within the school. We are creating a positive learning environment where children have a voice and choice, ensure that all students feel physically and emotionally safe and use collaborative learning strategies to enhance relationships. A proactive approach will help to reduce anxiety and improve learning outcomes.
- Through the Mental Health lead, we ensure further training and a review of provision so that pupils know how to keep mentally healthy (RD, NN, LD). The mental health lead has developed an action plan and policy for improving children and adult's mental health.

LEADERSHIP AND MANAGEMENT

SLT to ensure that workload of staff is considered

Actions	Lead	Timescale	Cost	Monitoring	Success criteria
Continue to focus on the workload and wellbeing of staff. Planning curriculum overviews as a staff where possible so co-ordinators and colleagues can support each other.	NN and EP	Over the year.		SLT and Governors	Staff wellbeing policy is implemented Staff mental health is considered

<p>'Floodlighting' staff meeting to share ideas/good practice and support other members of staff. Staff refer to updated marking policy which includes:</p> <ul style="list-style-type: none"> • Marking codes Marking after lessons is a task often undertaken outside teacher directed hours and if not managed well can become onerous. Teaching Assistants should not be required to take any marking and feedback tasks home outside of working hours. Although teachers may take books home to mark, we would encourage year group teams to manage marking and feedback within lessons using as much verbal and whole class feedback as possible to minimize onerous written marking. Where a maths session is a 'split' session in KS2, staff should use the directed time whilst pupils are in liturgy to mark and set edits or Now Try This tasks. 					<p>Staff support each other so nobody is working in isolation. Staff are encouraged to make the best use of time and not given meaningless paper tasks.</p>
---	--	--	--	--	---

Continue to further develop the expertise and skills of our middle leaders to secure effective succession planning, ensuring checks on the quality of teaching and learning look more comprehensively across the curriculum and continue to objectively identify the strengths and areas for development in teachers' practice.

Actions	Lead	Timescale	Cost	Monitoring	Success criteria
<p>Continue to further develop the expertise and skills of our middle leaders to:</p> <ul style="list-style-type: none"> • Ensure there is a coherent and consistent curriculum across the school which includes remote education (in their subject) • secure effective succession planning • ensuring checks on the quality of teaching and learning look more comprehensively across the curriculum and continue to more objectively identify the strengths and areas for development in teachers' practice • coaching from more experienced staff to ensure that staff can deliver training that is thorough and worthwhile. 	<p>NN, EP, LF and KW</p>	<p>Ongoing</p>	<p>Staff release</p>	<p>NN, EP</p>	<p>The capacity and capability of leaders to make accurate judgements on the quality of practice and provision is developed by engaging in relevant training; performance management targets, paired learning walks and monitoring of judgements. Senior leads moderate judgements.</p>

We have a reduced governing body after converting to the Trust and have lost some members who held key roles.

Actions	Lead	Timescale	Cost	Monitoring	Success criteria
<p>Short term</p> <ul style="list-style-type: none"> • Governor roles are reviewed • Staff make contact with their link Governor and meet them before the end of the Autumn term <p>Medium term</p> <ul style="list-style-type: none"> • Governors attend training <p>Governors and staff meet in the spring term to review the curriculum action plans.</p> <ul style="list-style-type: none"> • Governors begin/resume monitoring visits to school. <p>Long term</p> <ul style="list-style-type: none"> • Governors are familiar with their new allocated curriculum area and can monitor this effectively. 	NN, EP	Beginning September and reviewed half termly.		NN, EP	Ensure our reduced governing body is strengthened and governors clearly understand their new roles.

Progress for GDS needs to be improved (linked to Quality of Education)

Actions	Lead	Timescale	Cost	Monitoring	Success criteria
<p>Short term</p> <ul style="list-style-type: none"> • Targets are set using FFT • Staff update FFT tracker • Teaching is challenging enough for GDS pupils to progress • Observations and moderation look for evidence of GDS progress. <p>Medium term</p> <ul style="list-style-type: none"> • As short term plus... • SLT and co-ordinators will be able to moderate evidence of work from GDS pupils. We should see an improvement in the number of children achieving GDS. • Staff can evidence how they are achieving GDS. • co-ordinators can explain GDS progress to their link governor. <p>Long term</p> <ul style="list-style-type: none"> • As short term plus... • SLT, co-ordinators and governors will be able to monitor the improvement of GDS 	KW, NN, SL, EP, LH			SLT	Improve progress and outcomes of GDS in reading, writing and maths in all classes

Evaluation of impact:

1) Staff workload

- Staff wellbeing policy is implemented.
- Staff mental health is considered.
- Staff support each other so nobody is working in isolation. This has been particularly evident in the first two weeks of this term when we had a number of staff absent with COVID and staff really pulled together to support each other.
- Staff are encouraged to make the best use of time and not given meaningless paper tasks.
- In a recent wellbeing and workload survey by the Trust:
 - all classroom support staff felt they could balance their workload effectively; 33% (2) of teachers felt they could balance their workload effectively, 50% (3) of teachers felt they could mostly balance their workload effectively and 16% (1) teacher felt they could not balance their workload.
 - All classroom support staff felt they could switch off from work when they needed; 50% of teachers felt they could switch off from work when they needed to, 33% of teachers mostly felt they could switch off from work when they needed to and 16% of teachers could not switch off from work.
 - 42% of classroom support staff felt they never felt anxious during the day; 29% said they rarely feel anxious during the day and 28% said they sometimes feel anxious during the day; 50% of teachers said they rarely feel anxious during the day and 50% said they sometimes feel anxious during the day.
- It is difficult to show you the results of non classroom based support staff as only Rowena and Paula completed it. The same applies to leadership as there is only Nicola and Elaine. It is more difficult to be anonymous. However, data reflects the challenges that senior leaders and office staff have faced since joining the Trust.

2) Developing Middle Leaders

To be updated in Spring 2/Summer 1. SLT need to allocate more time to middle leaders to fulfil this objective.

3) Governors

Governor roles are to be reviewed in Spring 1 LGC.

Gayle has been reappointed to the LGC.

4) GDS progress

- Targets are set using FFT
- Staff update FFT tracker
- Teaching is challenging enough for GDS pupils to progress – evidence from Autumn observations
- Observations and moderation look for evidence of GDS progress.
- Pupil Progress reviews based on December data. Targeted groups for GDS discussed and evaluated. (See data to be presented at LGC)

EARLY YEARS

New Curriculum introduced from September 2021 (linked to PM target)

Actions	Lead	Timescale	Cost	Monitoring	Success criteria
<u>Planning:</u> <u>Short Term</u> Mrs Groark will adapt long term planning to provide a broad overview of how we are	CG	Ongoing beginning September	Teacher release	NN	

<p>going to deliver the new curriculum in our school. (Complete September 2021)</p> <p><u>Medium Term</u> Adapt medium term plans.</p> <p><u>Long Term</u> Work with new curriculum and continue to monitor how it can be improved for the next year.</p> <p><u>Assessment:</u> <u>Short Term</u> Mrs Groark will look through published material in the first week back and then carry out assessments when children are settled into school. Mrs Groark will look at different ways of recording how children are progressing and will share with Mrs Noble before discussing and explaining them with Mrs Cook. (September 2021)</p> <p><u>Medium Term</u> Constantly monitor how useful this way of assessing is.</p> <p><u>Long Term</u> Can I improve how assessment was carried out for next year?</p>					
---	--	--	--	--	--

Adapt planning to support new starters with a big emphasis on outdoor learning.

Actions	Lead	Timescale	Cost	Monitoring	Success criteria
<p>Tapestry to be used more as a way of recording progress in all areas and as a way of showing progress to curriculum leaders.</p> <p>Mrs Groark and Mrs Cook to continue to adapt, renew outdoor spaces to ensure high quality learning can take place.</p>	CG		£1000	Nn?CG	The outdoors is used effectively to enhance and get the best out of teaching and learning.

Evaluation of impact:

1 and 2) New Early Years Curriculum and Assessment

- Reception class baseline has been completed
- Starting points are very low but this class has the capacity to make progress.
- The early years lead and SLT have developed a new tracking system.

- Early years staff and SLT have attended a number of virtual courses from Durham in the summer term. The early years lead has met with other EY leads in the Sealinks group.

Priorities:

- Curriculum leaders need to be aware of changes in EYFS as it is important for them to know how their subject is taught in EYFS. Teaching of their subject begins in EYFS not in Year 1.
- Tapestry to be used more as a way of recording progress in all areas and as a way of showing progress to curriculum leaders.
- Mrs Groark and Mrs Cook to continue to adapt, renew outdoor spaces to ensure high quality learning can take place.

Monitoring of provision:

Half termly reviews of progress and systems between Mrs Groark and SLT.has

3) Outdoor Learning

Mrs Groark and Mrs Cook to continue to adapt, renew outdoor spaces to ensure high quality learning can take place.

Religious Education/Catholic Life/Collective Worship					
To redevelop the Catholic life of the school					
Actions	Lead	Timescale	Cost	Monitoring	Success criteria
Assemblies and Collective Worship needs to be re-established in school. Children's experience of coming together in larger groups to pray needs to be reintroduced (this includes Mass at church). Children need to be reminded of collective prayers they should know. House Groups	NN	6 pieces over the year Ongoing Termly Termly	-	NN – ongoing LH to support where appropriate	Re introduce assemblies, whole school collective worship, Masses, hymn practices and community assemblies. Mini Vinnies will meet fortnightly and have a stewardship focus. Children have not met in house groups for the last year. We need to re-establish house groups and plan PSHE/Rights Respecting activities that can be done.
Curriculum RE - Assessment					
Actions	Lead	Timescale	Cost	Monitoring	Success criteria
Ongoing Assessment using post- it	NN	September 2020	None	NN	Staff familiarise themselves with resources in school.

<p>note tracking. Moderation. Ensure staff are completing during topic and not back-tracking.</p> <p>Uniform book – topic covers and I can sheets. Ensure all staff have topic covers at beginning of each topic. Create one uniformed look for I can sheets</p>	NN	Ready to implement by April 2021	£390+VAT	NN	Ten Ten resource has been purchased. Consultation with parents has been carried out Staff training has been completed Action Plan completed RSE ready to implement from summer 2021
--	----	----------------------------------	----------	----	---

Some staff are new to Year groups and are not familiar with Collective Worship and some RE understanding.

Actions	Lead	Timescale	Cost	Monitoring	Success criteria
<p>All classes have Collective worship files with one example a week included. Continue to seek for new ways to incorporate dance and different mediums of prayer. Continue with the designated prayer area in the hall.</p> <p>Ensure class Collective Worship is planned weekly and evidence is gathered in floor books.</p> <p>CPD for staff who feel less confident teaching sacraments. CPD for staff moving into KS2. CPD for staff new to catholic teaching.</p>	NN		More than dance?	NN	<p>Ensure class Collective Worship is planned weekly and evidence is gathered in floor books.</p> <p>Re introduce assemblies, whole school collective worship, Masses, hymn practices and community assemblies.</p>

Closing the gaps as a result of remote learning and missed learning.

Actions	Lead	Timescale	Cost	Monitoring	Success criteria
<p>Short Term – Create a plan of what will need to be covered as a result of catch up.</p> <p>Medium Term – Teachers to factor this learning into their planning before moving onto their usual come and see units.</p> <p>Long Term – Moderation to see if all children have caught up with missed knowledge, understanding and skills ready to start from September 2022 on new framework with no gaps in learning.</p>				MTP Planning to be checked to ensure full coverage of sacraments in the Autumn, Spring and Summer Term. Teachers discuss what sacraments may need to be repeated or taught in more	

				detail in following year group. Book scrutiny to ensure coverage in Spring and Summer Terms. Learning walk to talk to children about sacraments in Spring or Summer Term.	
--	--	--	--	---	--

Evaluation of impact:

1) Catholic Life

We reintroduced assemblies, whole school collective worship, Masses and hymn practices. Every class went to Mass three times in the Autumn term. Fr Marc is visible in school. With the rise of cases, whole school assemblies went back to being virtual from November and this will be reviewed at February half term. Phase assemblies continued with ventilation and distance between each class. Mini Vinnies have been re-established, now with Mrs Strong and they have met fortnightly. They led a SVP Christmas appeal.

2) Assessment

To update at next meeting following moderation which is planned for February.

3) Collective Worship

All classes have Collective worship files with one example a week included.

Staff continue to seek for new ways to incorporate dance and different mediums of prayer. Mrs N is continuing with the designated prayer area in the hall.

3) Support for new staff/staff new to year groups.

Andy – sacramental preparation CPD

Chloe – new to Catholic education CPD

We have been unable to find any sacramental training for SL