

St Swithun's Catholic Primary School

School Improvement Plan 2023-2025



Our Mission Statement is **'Love one another as I have loved you'** John 13:34

Our mission statement is 'Love one another as have I loved you' and is modelled by the whole school community and demonstrated through our mutual respect and love for each other, God's creation and our drive to do our best in all we do.

This is underpinned by our vision; all children are happy, resilient and independent learners with a strong motivational drive to fulfil their potential. We believe that every child has the entitlement to an aspirational curriculum which sets high expectations for all. Our programmes of learning provide rich experiences, build a depth of knowledge and equip children with the skills to be lifelong learners.

At St Swithun's Catholic Primary School, we model excellence in everything we do. This begins with positive and respectful relationships where every member of our school family is valued. We develop the whole child giving the skills to positively contribute to their community. We have a highly skilled and knowledgeable team who collaborate effectively with children, parents, governors, diocese, church and other stakeholders to give our children the very best start in their learning journey.

We believe this can be achieved by working closely with our families who are the first and most important educators of their children. The staff and governors of St Swithun's School, therefore, foster and encourage an open and supportive partnership between home, school and parish so that together we can help each child to develop in a happy, secure, and caring atmosphere.

School Context (as of 12/7/24)

Number on roll		Pupil Premium		SEN			EAL		Average Attendance		Religion	Catholic	Christian	Eastern Christian	Other Faiths	Other	Suspensions/ Exclusions	
Total	355	Total	24%	Total	SEND 18%	EHCP 3%	Total	49%	Total	96%	Total	54%	29%	2%	6%	9%	Total	0
Main	315	Main	25%	Main	SEND 19%	EHCP 3%	Main	47%	Main	95.7%	Main	54%	30%	2%	5%	9%	Main	0
Pre-Sch	40	Pre-Sch	15%	Pre-Sch	SEND 8%	EHCP 3%	Pre-Sch	60%	Pre-Sch	99.8%	Pre-Sch	53%	23%	3%	9%	12%	Pre-Sch	0

National Tests	2022-2023 School Outcomes	2022-2023 National Outcomes	2022-2023 Portsmouth Outcomes	2023-2024 School Outcomes	2023-2024 National Outcomes	2023-2024 Portsmouth Outcomes	
EYFS	82%	67%	65%	84%	70%	66%	
Yr 1 Phonics	84%	79%	75%	77%	80%	76%	
Yr 2 Phonics Retakes	64% (14ch)	59%	59%	71% (7ch)	56%	57%	
KS1 SATs Reading	75% (GD 30%)	70% (GD 20%)	64% (GD 16%)	78% (GD 29%)	71% (GD 21%)	72% (GD 19%)	
KS1 SATs Maths	77% (GD 25%)	71% (GD 17%)	65% (GD 12%)	76% (GD 37%)	71% (GD 18%)	72% (GD 15%)	
KS1 TA Writing	64% (GD 11%)	61% (GD 8%)	54% (GD 3%)	73% (GD 17%)	62% (GD 10%)	63% (GD 6%)	
KS1 Combined	64% (GD 7%)	57% (GD 6%)	51% (GD 3%)	68% (GD 15%)	58% (GD 7%)	60% (GD 5%)	
MTC 25/25	87% (93% 20+)	58% (77% 20+)	47% (69% 20+)	68% (82% 20+)	60% (77% 20+)	54% (71% 20+)	
KS2 SATs Reading	71% (GD 33%)	73% (GD 29%)	64% (GD 21%)	89% (GD 33%)	74% (GD 28%)	67% (GD 22%)	
KS2 SATs Maths	87% (GD 33%)	73% (GD 24%)	65% (GD 16%)	78% (GD 30%)	73% (GD 24%)	66% (GD 16%)	
KS2 TA Writing	73% (GD 2%)	71% (GD 13%)	62% (GD 5%)	80% (GD 4%)	72% (GD 13%)	63% (GD 3%)	
KS2 TA Science	89%	80%	78%	89%	81%	77%	
KS2 Combined	64% (GD 0%)	59% (GD 8%)	49% (GD 3%)	67% (GD 2%)	61% (GD 8%)	51% (GD 2%)	
KS2 SPAG	87% (GD 64%)	72% (GD 30%)	64% (GD 23%)	91% (GD 52%)	72% (GD 13%)	65% (GD 24%)	
Key		Higher than both Portsmouth and National Outcomes			Higher than Portsmouth but not National Outcomes		

Figures show the number of children who have reached ARE (age related expectations) or GD (greater depth). The figure in brackets show the number of children reaching GD. Combined refers to those children who have reached ARE or GD in Maths, Reading and Writing. ↑ Means an upward trend on school's data from last year. ↓ Means a downward trend on school data from last year. – Means the same as last year's school data from last year.

End of school year outcomes - 2023

	Pre-Sch 2-3yrs	Pre-Sch 3-4yrs	YrR		Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Prime Areas	84%	84%	93%	Reading	78% (GD 11%)	69% (GD 20%)	66% (GD 11%)	60% (GD 12%)	78% (GD 6%)	71% (GD 33%)
Literacy	84%	88%	82%	Maths	73% (GD 0%)	76% (GD 7%)	48% (GD 2%)	42% (GD 1%)	67% (GD 2%)	87% (GD 33%)
Numeracy	84%	80%	82%	Writing	73% (GD 4%)	69% (GD 4%)	73% (GD 24%)	42% (GD 1%)	64% (GD 12%)	73% (GD 2%)
All of above	84%	80%	82%	Combined	62% (GD 0%)	62% (GD 7%)	47% (GD 11%)	36% (GD 0%)	57% (GD 0%)	64% (GD 0%)
				Science						89%

End of school year outcomes - 2024

	Pre-Sch 2-3yrs	Pre-Sch 3-4yrs	YrR		Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Prime Areas	81% ↓	91% ↑	84% ↓	Reading	78% ↑ (GD 29%) ↑	89% ↑ (GD 27%) ↑	78% ↑ (GD 17%) ↑	70% ↑ (GD 30%) ↑	80% ↑ (GD 22%) ↑	89% ↑ (GD 33%) –
Literacy	81% ↓	91% ↑	84% ↑	Maths	76% ↑ (GD 37%) ↑	78% ↑ (GD 20%) ↑	65% ↑ (GD 2%) –	61% ↑ (GD 2%) ↑	71% ↑ (GD 18%) ↑	78% ↓ (GD 30%) ↓
Numeracy	81% ↓	91% ↑	86% ↑	Writing	73% – (GD 17%) ↑	76% ↑ (GD 16%) ↑	65% ↓ (GD 2%) ↓	68% ↑ (GD 18%) ↑	60% ↑ (GD 0%) ↓	80% ↑ (GD 4%) ↑
All of above	81% ↓	91% ↑	84% ↑	Combined	68% ↑ (GD 15%) ↑	69% ↑ (GD 13%) ↑	63% ↑ (GD 2%) ↓	55% ↑ (GD 0%) –	53% ↓ (GD 0%) –	67% ↑ (GD 2%) ↑
				Science						89% –

2022-2023	Reading		Writing		Maths	
	Disadvantaged (Not inc. SEND)	Non-disadvantaged (Not inc. SEND)	Disadvantaged (Not inc. SEND)	Non-disadvantaged (Not inc. SEND)	Disadvantaged (Not inc. SEND)	Non-disadvantaged (Not inc. SEND)
R	100%	82%	100%	82%	100%	82%
1	50%	74%	40%	77%	70%	77%
2	63%	63%	63%	55%	63%	68%
3	46%	63%	23%	50%	30%	44%
4	57%	66%	57%	63%	57%	53%
5	50%	64%	56%	54%	56%	60%
6	58%	64%	67%	64%	75%	70%

2023-2024	Reading		Writing		Maths	
	Disadvantaged (Not inc. SEND)	Non-disadvantaged (Not inc. SEND)	Disadvantaged (Not inc. SEND)	Non-disadvantaged (Not inc. SEND)	Disadvantaged (Not inc. SEND)	Non-disadvantaged (Not inc. SEND)
R	67%	92%	67%	92%	67%	92%
1	60%	76%	60%	66%	40%	71%
2	60%	94%	60%	82%	50%	83%
3	63%	68%	63%	60%	50%	66%
4	46%	75%	31%	59%	46%	69%
5	57%	68%	57%	55%	57%	61%
6	78%	71%	56%	68%	67%	71%

Figures show the number of children who have reached ARE (age related expectations) or GD (greater depth). The figure in brackets show the number of children reaching GD. Combined refers to those children who have reached ARE or GD in Maths, Reading and Writing. ↑ Means an upward trend on school's data from last year. ↓ Means a downward trend on school data from last year. – Means the same as last year's school data from last year.

Priorities for 2023-2025	
Achievement Gaps	<ul style="list-style-type: none"> • Cohorts most effected by Covid are (as of Sept. 24 Year 3/ Year 4/ Year 5– continue to invest catch up (2023-2024) and interventions to target gaps (2023-2025). • Writing and reading across the school, with special consideration to those affected by gaps in learning caused by Covid (cohorts 2014/2015). • Targeted support to ensure maths quality first teaching and interventions (if needed) in LKS2. • Greater depth (GD) in all year groups, with a special focus on writing, equal to or higher than that the national outcomes data (2023-2024). (2024-2025) with a focus on GD in KS2. • Continue to close the gap between disadvantaged and non- disadvantaged pupils, where there is no SEND needs.
Priority 1 Developing the Catholic life of the school	<ul style="list-style-type: none"> • Promoting and enhancing children’s spirituality, moral, social and cultural development. • Introduce and implement curriculum changes from the diocese. • Implement updated assessment criteria and moderate across phases. • Support staff subject knowledge and questioning. • Develop the Catholic environment. • Redevelop collective worship, including child-led worship in line with the dioceses Celebration of the Word program.
Priority 2 Quality of Education	<ul style="list-style-type: none"> • Raise combined attainment and progress for all pupils across all phases so outcomes improve year on year. • Develop the use of monitoring to ensure high quality teaching so that children develop knowledge and skills to achieve best possible outcomes in RWM. • The school’s curriculum intent and implementation are embedded across the school so that work is of a consistently high quality and learning experiences help the children remember what they have been taught so that they learn important aspects, such as historical chronology, more deeply. • The curriculum is effectively sequenced to build upon children prior learning and enable children to widen their knowledge and understanding, starting from EYFS. • Further develop subject leaders' knowledge and expertise to continue developing the school’s curriculum and embed best practice across subjects. • Ensure groups of children who are most vulnerable to not achieving their potential make good progress by focusing on the classroom environment and adapting the curriculum. • Embed the Feedback and Assessment Policy so it moves children’ learning forward in all subjects, provides helpful formative and summative data for teachers and is cognisant of teacher workload. • Ensure assessments for each year are moderated internally with core subjects moderated with other schools in YR, Y2, Y4 and Y6. • Continue to improve curriculum and standards in all subjects – see leaders’ subject action plans. • Digital strategy provides all members of the school community with skills to use a range of technology safely and effectively, so they develop the skills and knowledge for lifelong learning.
Priority 3 Behaviour and Attitudes	<ul style="list-style-type: none"> • Embed relational practice throughout the school to build relationships, improve behaviour and create a strong school community where everyone feels they belong, are safe, cared for and valued. • Enable children to grow leadership within the school, ensuring child voices and opinions are heard in improving both our school and the local community. • Ensure all our children are staying safe online both at home and school. • To continue to improve whole school attendance and punctuality and ensure the number of children at risk of persistent absentees is reduced.
Priority 4 Personal Development	<ul style="list-style-type: none"> • To ensure the mental health of children continues to be a high priority for all and that children know how and where to seek support. • To ensure the mental health of staff continues to be a high priority for all and staff feel able to openly seek support if needed. • Ensure children understand how to be responsible, respectful citizens of the world understanding, respecting and celebrating difference while developing their spiritual, moral, social and cultural development. • To develop British values of democracy, rule of law, individual liberty, respect and tolerance. • To ensure that we offer a range of opportunities to nurture, develop and stretch all children’s talents and interests to broaden their development.

	<ul style="list-style-type: none"> Establish a PSHE curriculum that will support learners' broader development and implements the relationships and health education of all children.
Priority 5 Leadership and Management	<ul style="list-style-type: none"> To continue to promote a clear and ambitious vision for the school, which relentlessly focuses on improving the quality of education – through the quality of our curriculum, teaching and learning and outcomes (progress and attainment) and extending collaboration opportunities for leaders at all levels. To ensure an effective program of support for ECTs remains in place and meets their needs allowing them to thrive. Leaders continue to develop opportunities to engage with children, families and community to make a positive difference. To ensure governors are robust and rigorous in holding leaders to account for the quality of education and school improvement. To ensure school continue to build on their strong safeguarding culture.
Priority 6 Early Years	<ul style="list-style-type: none"> Construct an ambitious curriculum that supports the development of each child. To ensure there is a systematic approach to teaching early reading and synthetic phonics. All staff are knowledgeable about the teaching of early mathematics. To ensure the outside area supports children's development across all areas of the EYFS. To continue to build positive relationship with parents and carers. EY manager and deputy pre-school manager to inform and support staff with sequence of learning. Ensure that the pre-school expansion (funded mainly by the LA) will be open September 2024, and filling all 24 addition session spaces by the end of Spring term.
OFSTED - GOOD (Sept. 2019) School priorities	<ul style="list-style-type: none"> Leaders need to continue their work to improve some parts of the curriculum, such as in geography and history. In these subjects, leaders should develop how learning builds on what children already know and understand, so that they learn important aspects, such as historical chronology, more deeply.
Section 48 - GOOD (Nov. 2019) School priorities	<ul style="list-style-type: none"> Ensure the improvements in teaching and learning in RE are embedded across the school. Develop opportunities for children to study and apply the principles of Catholic Social Teaching (CST) throughout the curriculum and life of the school. Embed in upper Key Stage 2 and then extend to all year groups the recent move to children planning and leading aspects of their own worship, ensuring expectations are appropriate for the age of the children involved.

Priority 1: Developing the Catholic life of the school		
Intent	Monitoring	Impact
<ul style="list-style-type: none"> Promoting and enhancing children's spirituality, moral, social and cultural development. Introduce and implement curriculum changes from the diocese, when received. Implement updated assessment criteria and moderate across phase. Support staff subject knowledge and questioning. Develop the Catholic environment. Introduce Catholic keys and Catholic Social Teaching Redevelop collective worship, including child-led worship, according to Celebration of the Word document. Re-establish links with the parish. 	SEE THE RE ACTION PLAN FOR DETAILS	For every child to be happy and enthusiastic learners of RE, and to be eager to achieve their very best in order to fulfil their God-given talents. This will be achieved through high quality teaching in RE, which is embedded throughout school life and provides a strong ethos to take forward after primary school.

Priority 2: Quality of Education					
Intent	Implementation	Lead	Monitoring	Impact	Date
Raise combined attainment and progress for all pupils across all phases so outcomes improve year on year.	Ensure a forensic approach to the analysis of data in core subjects to improve outcomes for all children. Ensure that pupils are carefully tracked and targeted so they maintain (or improve) their levels of attainment.	MD	SLT and phase leaders will provide feedback in SLT and reports to governors.	Gaps identified and planning adjusted to meet the needs of children and ensure they keep up. To allow them to make accelerated progress.	Sept 2023-2024
	Embed the forensic approach to data analyse in core subjects to improve attainment for all children				Geography/History in Summer 2024
	Ensure a forensic approach to the analysis of data in all subjects to improve outcomes for all children. Ensure that pupils are carefully tracked and targeted so they maintain (or improve) their levels of attainment.				All foundation subjects by summer 2025
	Previous year's data and Baseline teacher assessments undertaken to establish children's 'starting' points upon return and end of year targets are set.	MD	Check targets are set by previous teacher. MD to input into Sonar and share with governors.	Targets established and published, considering prior attainment, knowledge of the children and national benchmarks. Teachers are secure in children's starting points and can therefore adapt teaching to meet their needs and address gaps, allowing children to make accelerated progress.	September 2023 September 2024
Plans & Interventions (inc PP & Catch-up plans implemented and carefully monitored to demonstrate impact of evidence.	MD/SPH	English, maths and phase leads to scrutinise plans for catch up to ensure it meets needs of children. SENCo to monitor delivery and impact.	Ensure that interventions are effective, and monitor this. Ensure children on catch up plans and/or interventions have made accelerated progress and are closing the gaps in learning.	Ongoing 2023-2024	
Embed focused, targeted interventions and plans for (Inc. our vulnerable children), based on data.				Ongoing 2024 - 2025	
High quality AfL strategies are used by all classroom staff.	MD	SLT during learning walks and lesson observations. PDM INSET TA training	AfL strategies are used effectively in all lessons to support and challenge children to ensure accelerated progress towards to combined outcome. Focused AfL strategies ensure children have immediate support or stretch enabling them to accelerated progress across all subjects.	Ongoing 2023 - 2024	
Continue to ensure high quality AfL strategies are used by all classroom staff, with a focus on DIRT, reviews and use of effective AfL at the start of lesson/unit to allow teachers to				Ongoing 2024-2025	

	use flexible groups to offer immediate support and allow children to accelerate in their learning immediately.				
	Sonar is embedded in the school and teachers are using it to input and analyse both summative and formative data.	MD	Phases leaders to monitor dedicated PPA time each week to update data. MD to provide feedback to JV on updates.	Teachers fully understand PITA system and can accurately benchmark children. Data is analysed by teachers, phase groups and subject leads to inform planning and ensuring gaps are closed and appropriate challenge is available to children allowing all children to make accelerated progress.	Spring 2024
	Teachers are confidentially and effectively using summative and formative data from Sonar to inform planning, close gaps, accelerate progress.		Termly data reports to governors. Teachers are taught how to analyse data and then how to use it to close gaps and accelerate progress.		Core subjects and history and Geography Autumn 2 2024/Spring 1 2025
					All subjects by Summer 2 2025
Develop the use of monitoring to ensure high quality teaching so that children develop knowledge and skills to achieve best possible outcomes in RWM.	Ensure supportive and regular monitoring of teaching and learning.	JV/MD	SLT, Phase and subject leaders to complete monitoring forms and provide clear and regular feedback to staff and SLT. Book scrutinies Data analysis Pupil progress meetings Visits to other classes, internally and externally Learning walks	Teaching staff receive regular feedback on teaching and learning accompanied with support and know their next areas for development as well as celebrating their strengths leading to teachers strengthening their own pedagogy and as a result children make strong progress.	Ongoing from September 2023
	Continue using data and pupil progress meetings (where combined will be looked at regularly) to embed and ensure supportive and regular monitoring of teaching and learning is effective.				As above plus Adapting pupil progress meeting to include SENCo and strong focus on combined results so teachers are aware of gaps across core subjects and are supported to put in place additional catch up strategies or adapted quality first teaching to close gaps quickly, leading to accelerated progress.
	Teachers plan learning opportunities which meet the needs of ALL children.	JV/MD	Subject leaders and SLT to scrutinise lesson planning, offering support where needed. PDMs on planning Pupil interviews Book scrutinies Learning walks SEND support from SENCo	Quality of work demonstrates effective, targeted of support as well as progression in skills and knowledge and outcomes. Data indicates good progress towards EOY targeted outcomes. The use of pupil and parent voice via the ILP shapes the learning to more meet the needs of the pupil and allows the family to support out of school, all leading to accelerated progress in R,W,M and combined score.	Ongoing from September 2023
	Embed learning opportunities which meet the needs of ALL children, using the ILP to support and shape (pupil and parent voice)		As above plus Dedicated ILP time PDMs on SEND, ILPs and learning opportunities for all TA and teacher training		Ongoing from September 2024

			Pupil voice Parent voice		
The school's curriculum intent and implementation are embedded across the school so that work is of a consistently high quality and learning experiences help the children remember what they have been taught.	Implement curriculum planning approaches to strengthen the core and wider curriculum subject areas. Teachers will use assessment data in core subjects to adapt the curriculum in order for all pupils to successfully access learning.	Subject leads + SENCo	Phase teams to evaluate planning and provide feedback to subject leaders. Subject leaders to monitor by undertaking book looks, child conferencing and observations to establish standards and next steps. Report to SLT. Teachers to regularly monitor in all areas to inform teaching and learning	Medium term plans for all subjects refined to reflect AfL and data outcomes and so that there is effective sequencing of learning across all core and non-core areas incorporating any changes due to new frameworks and/or gaps in learning; so that children make accelerated progress.	Ongoing from September 2023
	Refine curriculum planning approaches to strengthen the evidence of mastery and challenge within all wider curriculum subject areas. Teachers will use assessment data to adapt the curriculum in order for all pupils to successfully access learning.				Core subjects and history and Geography Autumn 2 2024/Spring 1 2025. All subjects by Summer 2 2025
	Continue to develop the wider curriculum provision to develop evidence of good practice and showcase pupils' learning with a creative approach promoting inclusive practice.				Ongoing from September 2023
	Embed above and strengthen with additional trips, visits and purpose.				Ongoing from September 2024
	Ensure consistency in the quality of learning through regular and rigorous moderation of books and other learning evidence.				Half termly as per monitoring schedule 2023-2024
	As above but with subject leaders taking on more of a role with support from SLT, passing on their expertise to all staff. Another focus will be effective marking.				Half termly as per monitoring schedule 2024-2025
	Implement enrichment opportunities (e.g. Visits /Visitors & focus week) into wider curriculum plans and ensure quality learning by linking				All trips and visits add value and enrich the curriculum. MD to follow up with phases on all trips and to

	carefully to knowledge and skills progression overviews.		ensure there is a plan for the whole year.	language, allowing children to make connections with their learning and both retain more and learn more.	
	Embed above by planning out enrichment opportunities for the academic year, as well as taking advantage of opportunities that may crop up during the year.				Ongoing from September 2024
	Strengthen the use of evidence-based/research within policy, practice and pedagogy and promote individual reflection/study via the use of CPD journals.		PDMs every term with dedicated research time to research linked with their subject action plan, with a short recording form. SLT to provide research packs and links to support staff.	Staff are up to date on current practice and use relevant research to inform their own teaching (where applicable), to strength their own quality pedagogy.	September 2024
The curriculum is effectively sequenced to build upon children prior learning and enable children to widen their knowledge and understanding.	Implement retrieval practice in teaching across all year groups so that children remember more and that learning builds on prior knowledge.	MD	Discussions with children, knowledge organisers, scrutiny of planning slides to see retrieval practice, learning walks, book scrutinies . Meetings and support from EYFS practitioners.	Children' learning demonstrates that they know more and are remembering more leading to improved outcomes across all subjects.	October 2023
	Embed above an ensure all staff are aware of the learning in EYFS that they build on. Teachers know key areas to cover in reviews using foundation assessment results.				Ongoing from Autumn 2 2024
	Phase teams make effective use of knowledge organisers to ensure consistent coverage of key vocabulary and that knowledge builds on prior understanding.	Subject Leads	Subject leads to review knowledge organisers and provide feedback to phases on quality. SENDco to support Pupil voice	Quality of work, in all non-core subjects, demonstrates that the children are learning the right things in the right order, prior knowledge is built upon and good progress is made, allowing children to make links and widen knowledge and vocabulary resulting in them remembering and retaining more consistently.	Ongoing from each half term 2023
	Ensure knowledge organisers are refined to maximise their impact to support children's learning, including pictures and EYFS knowledge (where appropriate).				Ongoing from each half term 2024
Further develop subject leaders' knowledge including prior knowledge from EYFS and	Subject leaders demonstrate secure subject knowledge including pedagogy. Keeping to date with developments in their curriculum area (e.g. Ofsted subject reviews).	MD	Relevant training undertaken and then updates given to MD.	Monitoring demonstrates the development of pedagogy and effective teaching & learning across all subject areas with implementation clearly aligned to intent. Leading to pupils retaining key	Ongoing from each half term 2023

expertise to continue developing the school's curriculum and embed best practice across subjects.	Embed and continue above as well as provide dedicated research time for staff to research relevant educational topics to increase their pedagogy and subject areas.		PDMs every term with dedicated research time to research linked with their subject action plan, with a short recording form. SLT to provide research packs and links to support staff.	knowledge and vocabulary, therefore learning more and progressing.	Ongoing from each half term 2024
	Subject Leaders will ensure the implementation of the curriculum is closely aligned to the intent and there is strong evidence of skills and knowledge progression across all subjects.	MD	Subject Leads to deliver PDM sessions as required to ensure fidelity to the intended curriculum. Sub leads to provide governor updates.	Moderation of outcomes demonstrates accuracy of assessment. Quality of work supports reported outcomes.	Ongoing 2023 – see PDM timetable
	Subject leaders will start to understand the complexity of needs across the school and provide support for teachers to deliver lessons accessible for all learners.	SENCo	Learning walks show adaptation. Subject leaders are able to support or signpost to additional resources. Discussions with staff, time in PDM to share practise. SENCo meetings and support. Peer observations	Staff are developing in confident in addressing needs and putting correct provision in place (asking for support when needed) in order for all children to access learning and make progress.	Autumn 2 2023
	Embed practice above and share with others, to support all teaching staff in developing their pedagogy.				Autumn 1 2024
Ensure groups of children who are most vulnerable to not achieving their potential make good progress by focusing on the classroom environment and adapting the curriculum (SEE SEND ACTION PLAN, ACCESSIBILITY PLAN and EQUALITY INFORMATION AND OBJECTIVES STATEMENT).	Pupil progress meetings with SLT and SENCo to identify all children who are most vulnerable to not making good progress.	SENCo SLT Teachers TAs	Pupil progress meetings. Learning walks – SENCo and SLT. Observations. Book scrutinies. Regular reviews of ILPs with staff, children and families. Where appropriate external agencies are used to support provision. Regular staff development meetings with teachers and TAs to discuss provision. Learning walks. Environmental non-negotiables.	Children are identified quickly so support can be put in place to ensure all children do make accelerated progress.	October 2023 and termly
	Embed above with a focus on combined progress in RWM.				September 2024 ongoing
	Ensure the correct support is in place dependant on individual need and according to their ILP or EHCP if applicable.			ILP/EHCP targets, progress and outcomes are used to continually reviewed and updated to reflect progress, gaps and needs in order to provide effective support and shared with children, families to allow a cohesive approach to learning and parent voice.	September 2023 and half termly
	As above but including pupil and parent voice.			September 2024 ongoing	
	Provide teachers and TAs with relevant training to support our most vulnerable children to make progress.			Staff are confident in addressing needs and putting correct provision in place e.g. pre-learning, interventions, presenting information correctly in order for children to access learning and make accelerated progress.	Ongoing
	Ensure the classroom environment supports learning.			Relevant displays to support learning are clearly visible and children are using them independently to support their work to make progress.	Ongoing

	Ensure resources are available for children to use to support their own learning.			Children are encouraged to independently access resources e.g. sound mat, topic word bank, number square.	Ongoing
Embed the Feedback and Assessment Policy so it moves children' learning forward, provides helpful formative and summative data for teachers and is cognisant of teacher workload.	Review current feedback policy and update to include assessment systems and timeline.	MD	SLT through discussion and book scrutiny.	Feedback and assessment systems are effective in moving learning forward and are consistently applied within phases.	October 2023
	Include clear expectations on the use of summative assessment.				October 2024
	Ensure all adults and children fully understand different feedback approaches and how to use them to maximise learning.	MD			October 2023
	Develop child conferencing for at risk children in English so they are receiving targeted feedback and support.	MD			October 2024
	Embed above in the learning journey In English.				January 2024
					November 2024
Ensure expectations for each year are moderated internally with core subjects moderated with other schools in YR, Y2, Y4 and Y6.	Develop internal moderation schedule to include specific times and protocol for moderation.	MD	SLT through feedback from sessions and notes taken on children.	Greater clarity of end of year expectations. Clear, well-defined and effective system in place for moderation and collation of evidence. Children' attainment is accurately measured throughout the school.	October 2023
	Liaise with cluster schools to set up external moderation sessions.	MD			Ongoing
	Set up procedures for collation of moderation evidence.	MD			Autumn 1 2024
					Spring 2025
Continue to improve the curriculum and standards in reading and writing – SEE ENGLISH PLAN FOR DETAIL:	Improve quality of phonics, reading and writing in EYFS and KS1 through the implementation of Read Write Inc. Improve reading outcomes for all KS2 through implementation of Destination Reader and for KS1/EYFS through RWI.	JH/ MD	As detailed in plan with SLT monitoring progress of plan each term. Governors curriculum committee term.	Children will be able to read easily, fluently and with good understanding at the appropriate level. They will develop the habit of reading widely and often, for both pleasure and information. They will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences at the appropriate level. Making accelerated progress.	Ongoing 2023-2024
	Embed above and develop writing journeys so children have good models of writing, know the expectations and have opportunities to develop GD skills.				

Continue to improve the curriculum and standards in maths – SEE MATHS PLAN FOR DETAIL:	Ensure new long-term plan and ‘What a good series of maths lessons looks like’ are embedded. Ensure teacher subject knowledge is developed so they can plan coherent progressive units.	RH	As detailed in plan with SLT monitoring the progress of plan each term. Governors curriculum committee term. PDM	Children think mathematically, enabling them to reason, solve problems and justify using proof. Children experience a sense of enjoyment and curiosity, discovering different solutions and make links between different areas of mathematics which can be applied to a multitude of real-life contexts. This ensures children fully understand what they are learning and how maths has real purpose they can apply to their daily lives. All children are able to make accelerated progress.	Ongoing 2023-2024
	Embed above with a focus on mastering number and adaptation.	RH/SP	Internal and external training		
Continue to improve curriculum and standards in all subjects – see leader’s subject action plans	SEE LEADER’S SUBJECT ACTION PLANS				
Digital Strategy <ul style="list-style-type: none"> • Computing Lead to complete Digital Champion course • Leadership and governance – understanding the organisation • Auditing the current state – making the most of the technology we have • Classroom and device refresh – using technology to enhance teaching and learning, reduce workload and support accessibility and inclusion for children, adults and the wider community • Financial planning – budgeting and planning for refresh • Digital strategy, visioning and planning – creating a sustainable vision for your school 	SEE THE DIGITAL STRATEGY ACTION PLAN FOR DETAILS		All members of our community are effectively using technology to enhance teaching and learning, fluency and to ensure children are using a range of technology safely and effectively. Technology is used to support all members of our community with developing the skills and knowledge for lifelong learning.		

Priority 3: Behaviour and Attitudes					
Intent	Implementation	Lead	Monitoring	Impact	Date
Embed relational practice throughout the school to build relationships, improve behaviour and create a strong school community where everyone feels they belong, are safe, cared for and valued.			SEE RELATIONAL PRACTICE ACTION PLAN FOR DETAILS	Positive behaviour and relationships increase across the school while negative behaviour decreases. Each person in our school community to feel they belong, are safe, cared for and valued through the way they are treated and the way they treat others.	
Enable children to grow leadership within the school, ensuring pupil voices and opinions are heard in improving	School council develop child leadership roles in school so that they make a tangible contribution to the life of the school.	MD/ RH/JV	MD to record who takes up roles around the school so all children can be encouraged to contribute to school life.	Children have the opportunity to take on extra responsibilities to support school and their fellow children's, increasing their independences and sense of worth.	Autumn 2 2024
	School council provide opportunities for all the main school to discuss ideas about changes and	RH/JV	RH/JV to support school council with their discussions and plans.	School council representatives provide a voice for all children to identify priorities and improvements that they would want in school this is then discussed with	September. 2023

both our school and the local community.	improvements to the school through the class representative.			staff and actioned (if appropriate). Resulting in pupil voice and all children feeling valued.	
	As above but developing the core council to take more ownership over roles and changes, reporting to head teacher and governors on their work.				Autumn 1 2024
	Increase in pupil voice by carrying out surveys within school to gather children's opinions.	JV/RH/ JN/SA	JV to assess answers and share with SLT, governors and all staff.	Children have a voice, that results in change and feel part of a community and valued.	January 2024
	As above plus pupil voice in school council meetings, Language Ambassador meetings and Mini Vinnie's.		Minutes of various meetings Meeting with the head teacher and governors		Autumn 2024
	Ensure children with SEND have a voice and contribute to their plan whenever possible via Edukey and ILPs.	SENCo /JV	SHY to assess if it is appropriate and to provide opportunity for children contribution.	Children are heard and shape their own development and learning journey. Resulting in pupil voice and all children feeling valued.	January 2024
	Fund raising events and volunteering projects that involve the whole school community and our organised by or with the children.	JV/ MD/ RH/ FK	Fund raising events to be planned out for the year with school council & Mini Vinnies. JV monitoring frequency, cost and activity (so not expecting too much from families and supporting those families in need so their children can still be part of all aspects of school life).	School and Community projects planned and developed with support of school leaders. Projects completed successfully and impact shared with community. Profile of school raised across wider community Vital funds raised for school and charities. Resulting in pupil voice and all children feeling valued. Children are part of raising awareness and giving to those less fortunate.	October 2024
	Work with FOSSS to organise, run and support events to enhance school life and raise funds for the school and charities.	MD/JV	MD/JV to monitor plans of events and share with SLT MD/JV monitoring frequency, cost and activity (so not expecting too much from families and supporting those families in need so their children can still be part of all aspects of school life).	Children benefit from additional school activities and experiences. Families and school work together for the community.	Ongoing
Ensure all our children are staying safe online both at home and school	Reinforce online safety both as core parts of all computing units of work and within the PSHE curriculum.	MD/ TH	MD to monitor the teaching and learning of computing. TH to monitor the teaching and learning of PSHE. JV/SHw to monitor safety incidents and use these to inform safety assembly content.	Staff and children can keep themselves safe online. Decrease in esafety incidents.	September 2023
	Weekly safety assemblies YrR & KS1 one week and KS2 the other.				September 2024 ongoing

	Increase family engagement and partnership in promoting child's safety when interacting online through additional resources from online safety organisations and drop-in clinics /advice session for parents.	MD	MD to organise family sessions and information for newsletter and website to both inform and react to current school situations.	Families and children can keep themselves safe online. Families awareness leads to monitoring of esafety at home and a decrease in esafety incidents.	Spring 2024
	Where online safety concerns are identified within phases or with groups or individual children appropriate action undertaken and recorded.	MD	JV/MD/SHw to monitor online safety concerns, record and provide appropriate action. Newsletter and website to provide links to support children and families. JV/SHw regular meetings to monitor behaviour incidents, look for patterns and ensure approach is working.	Children understand how to keep safe online and know what to do if cyber bullying occurs Staff are clear about responsibilities to report and act upon reports of cyber bullying. Specific interventions with children and meetings held with parents to address risks. All of which will keep children safe online.	Ongoing 2023-2024
	Training for midday supervisors to empower them to keep children safe at lunchtimes in an appropriate and effective way.	JV/ SB/ SHw/ SHy	RP training to be given to midday supervisors in Sept. 23 and ongoing group training to be given to midday supervisors on how to deal with all playtime situations, interactions and continued RP training.	Children feel safe at lunchtime and feel comfortable talking to all staff knowing that appropriate action has been taken to ensure all children are safe and happy.	Sept. 2023 – RP Mar. 2024 – further training July 2024- Further training
	As above plus providing a RP trained member of staff to model and monitor how this is being implemented at lunchtime.		As above plus individual support where needed from a trained RP member of school School council to provide rules for outside.		Ongoing 2024-2025
To continue to improve whole school attendance and punctuality and ensure number of children at risk of persistent absentees is reduced	Utilise arbor to track attendance and lateness.	JV/ SHw/ JM	Monitor lateness weekly and attendance four weekly taking appropriate action.	School is proactively addressing punctuality and absences so children have a full education and can make strong progress in all areas of school life.	September 2023 ongoing
	Continue with weekly meetings to assess lateness and four weekly meeting to assess absences.	JV/ SHw	Monitor and record lateness, taking appropriate action to ensure children receive their education.		
	Provide support via a range of strategies to ensure compliance with attendance and punctuality expectations including targeted support meetings, family support plans, early helps and if necessary, use of Penalty Notices via PCC.	JV/ SHw/ JM	Monitor children and families, ensuring appropriate interventions are in place as soon as possible to ensure all children receive their education.		

Priority 4: Personal Development						
Intent	Implementation	Lead	Monitoring	Impact	Date	
To ensure the mental health of children is a high priority for all and that children know how and where to seek support.	Continue to monitor the impact of 'My Happy Minds' to assess if it is the best approach for our children.	TH/ LB	Regular reviews in PDM/TA meetings. Monitor of teaching. Talking to children and teachers PSHE action plan. Referral forms for support (teacher to ELSA). Year plan for each phase ensuring coverage. Families invited in to discuss RSE.	Children are aware of how to support their own mental health and staff are able to spot the signs of poor mental health and take appropriate action, this will lead to children having positive mental health and progress in all areas of development.	October 2023- March 2024	
	Implement KAPOW supported by PSHE association documents so they become embedded across the school by: <ul style="list-style-type: none"> o ensuring all staff understand the language, o ensuring all sessions are taught and learning, o environment reflects the learning. 				September 2024 ongoing	
	Concerns for children' mental health are raised and discussed using safeguarding systems and discussed at weekly vulnerable children's meetings.	JV / SHw +DSLs			Weekly discussions in vulnerable children's meetings. Arbor. Referral forms. Meetings with families where appropriate.	September 2023 and ongoing
	Pastoral support, Family Support Plans, ELSA or referrals for MHST made in discussion with families.	SHw/ SENCo			Discussion with external agencies when appropriate. Support and/or interventions in place.	September 2023 and ongoing
To ensure the mental health of staff is a high priority for all and staff feel able to openly seek support if needed.	SLT to ensure that expectations of all staff are clear, reasonable (work-life balance taken into account) and effectively communicated.	SLT / TH	Staff surveys. Staff discussions. Appraisals. Supervision meetings. Staff meetings.	Staff are aware of how to support their own mental health and what support they can access both internally and externally. Leading to staff having positive wellbeing and work life balance which impacts positively in their teaching.	September 2023 and ongoing	
	Staff are aware that if they do not want in school support, they know how to access support in PCC Employee Assistance Programme, Health Care Portsmouth and other relevant schemes.	SLT / TH	Display in staffroom. Staff wellbeing survey. Various initiatives (with staff input) e.g. walking Wednesday, staff shout out. Mental health champion and SLT check in with staff.			

	Supervision takes place each half term with all DSLs and 1:1 staff supporting behaviour, termly for nursery practitioners and as and when individual staff request it.	JV / SHw/ SENC0/ DH	Timetable. General feedback from trained staff to head teacher, if appropriate. Display in staffroom. Regular reminders in briefing.	Staff have regular sessions to debrief and discuss potentially difficult situations, feelings and emotions with trained colleagues, ensuring their mental health is supported and they feel appreciated impacting positively on their teaching.	October 2023 and ongoing
Ensure children understand how to be responsible, respectful citizens of the world understanding, respecting and celebrating difference while developing their spiritual, moral, social and cultural development	Through our RE curriculum children continue to understand more about both Catholicism and a growing number of other religions and beliefs allowing them to develop spiritually, morally and socially.	JN	Visitors from different religions, e.g. members of our school community, visits and resources. Other faith weeks. RE lessons and books. Assemblies. Mini Vinnies.	Children are prepared for modern Britain and have a developed understanding and respect for all people in our world, this is demonstrated in their words and actions.	September 2023 and ongoing
	Our school's rich and diverse cultural background is celebrated. Language ambassadors support younger children with EAL socially International day continues to promote other cultures, with our school community invited in to support. Language ambassadors continue to expand on the events they hold throughout the year to celebrate different cultures, religions, ethnicity, language and festivals.	SA VP	Theme days and weeks. Events to promote our diversity. Assemblies. EMAS meetings.	All children and families feel proud of their culture and feel valued. Children are prepared for modern Britain and have a developed understanding and respect for all people in our world, this is demonstrated in their words and actions.	October 2023 and ongoing
	As above plus the introduction of six mini Internal days delivered by MfL teacher, countries decided by Language Ambassadors.				Ongoing 2024-2025
	Catholic Social Justice is taught through the Catholic Keys to ensure children understand the wider world and how they can make a difference to society. Children know how to discuss and debate world issues and ideas respectfully.	JN	RE lessons and books Assemblies, liturgical prayer, Mass Charity events organised by both our Mini Vinnies and School council	Children show that they are responsible, respectful, active citizens through their words, work and actions at school.	September 2023 and ongoing
	As above plus Catholic Social Justice is taken into all subjects and areas of school with the use of Catholic keys.				Ongoing 2024-2025

To develop British values of democracy, rule of law, individual liberty, respect and tolerance.	Children are taught about British values in PSHE and these are embedded across the curriculum Children model these values in class, school council and Mini Vinnies and in the extra responsibilities they take on.	JV /RH/ JN/TH/ SA	PSHE lessons and books. School Council meetings, and core council meeting with head teacher. Three weekly meetings between RH/JV. Mini Vinnie meetings. Assemblies and guest speakers. RE lessons and books. Extra responsibilities, e.g., librarians, office, assembly, playground and hall monitors.	Children are prepared for modern Britain and have a developed understanding and respect for all people in our world, this is demonstrated in their words and actions.	September 2023 and ongoing
	As above plus the introduction of British Value assemblies every half term, led by the school council.				Ongoing 2024-2025
To ensure that we offer a range of opportunities to nurture, develop and stretch all children's talents and interests to broaden their development.	Organise and facilitate a range of before and after school clubs that are accessible for all children especially our most vulnerable.	JV/ MD	Working with a range of afterschool providers as well as school staff to provide a range of clubs Offering funding for those in need via emails and newsletter.	All children, especially our most vulnerable, have access to and are encouraged to attend a club to broaden their development and encourage their talents and interests, making them feel valued. Children's individual talents and interests are celebrated and encouraged, inspiring others and boosting self-esteem and confidence.	September 2023 and ongoing
	As above but tracking how many of our vulnerable children attend clubs, and offering support to those who do not have the opportunity.				October 2024 ongoing
	Celebrate children's successes both in and out of school.	JV	Celebration assembly Newsletter		September 2023 and ongoing
	Reintroduce opportunities for children to nurture and showcase talents e.g. performance skills (via assemblies and shows), sporting and academic skills (via competitions and events), music assemblies and performances.	JV / MD / PO	Talent shows Music shows. Friday Assemblies Newsletter Liturgical prayer and Mass Sports events and competitions Other events inc. Singing, religious celebrations, dance		
Establish a PSHE curriculum that will support learners' broader development and implements the relationships and health education of all children.	Ensure all elements of the PSHE curriculum are taught alongside KAPOW including RSE providing training for staff as well as support for parental understanding.	TH	PSHE lessons and books with a focus on how healthy lifestyles impact on their physical and mental well-being. PDMs. Family meetings.	Families, staff and children are informed, allowing children to keep themselves safe.	September 2023 and ongoing
	As above plus family forums to shape RSE.				January 2025

Priority 5: Leadership and Management					
Intent	Implementation	Lead	Monitoring	Impact	Date
<p>To promote a clear and ambitious vision for the school, which relentlessly focuses on improving the quality of education – through:</p> <ul style="list-style-type: none"> the quality of our curriculum, teaching and learning and outcomes (progress and attainment) , extending collaboration opportunities for leaders at all levels. 	Continue to develop consistency in the quality of education across the school by strategically planning, monitoring, evaluating and reviewing.	Sub. leads& SLT	<p>Subject leaders to regularly update SLT on their subject and governors' yearly</p> <p>Planning moderation</p> <p>Lesson observations/walk through with SLT, colleagues, governors</p> <p>Coaching, team teaching and peer work.</p> <p>Assessment internal, external.</p> <p>Child progress meetings with DHT/SENCO.</p> <p>Book looks show that feedback is impacting on learning positively and non-negotiables for each phase are upheld.</p> <p>Learning walks.</p>	Quality first teaching for All pupils is evident across the school, with support in place if needed, leading to children making accelerated progress.	September 2023 and ongoing
	As above but refining focus based on learning walks and data – AfL to enable flexible groups to ensure support/stretch is quickly in place and maths inc. adaptations and sequence				September 2024 and ongoing
	Teachers take ownership of their data, analysing with support and using this information to constantly improve T&L for all.				September 2023 and ongoing
	INSET, PDM and CPD training to be led by subject leaders (supported), SLT and external agencies.				November 2024 and ongoing
Ensure effective CPD (internal/external)/coaching for leaders so that they become familiar with areas beyond their immediate expertise and continue to develop their own knowledge.					
To ensure an effective program of support for ECTs is in place and meets their needs allowing them to thrive.	Requirements of ECT framework mapped out in partnership with Teaching Hub and the ECT framework considers implications of introduction as part of a wider professional development programme/plan.	MD/ CM/ JV	<p>Weekly mentor meetings</p> <p>Observation and meetings with induction tutor</p> <p>Monitoring online platform</p> <p>Discussions</p>	All ECTs are thriving, meeting their targets and on track to successful complete their ECT years.	September 2023 and ongoing
Leaders continue to develop opportunities to engage with children, families and community to make a positive difference.	A range of clearly focused coffee mornings are organised across the year including input from CAMHS, school nurse, SEN team, EMAS...	JV/ MD/ SHw/ JN/ SENCo	<p>Parent forums/voice</p> <p>Parent surveys</p> <p>Online information PowerPoints on educational and health topics and support available</p> <p>Family Support Plans</p> <p>Wraparound care.</p> <p>School before and after school clubs.</p> <p>Signposts to holiday club and SEND play provision and support groups.</p>	Parent and child voice is evident in the support and opportunities that are in place for families and children, leading to children thriving socially, having new experiences and therefore building their knowledge and learning.	October 2023 Ongoing
	Following feedback these forums we will now go on the school's website, with all information previously delivered in 'coffee mornings'.				Autumn 2 2024 ongoing
	Half termly parents' forum where parents can attend in person or email in topics for discussion to focus on				October 2023 Ongoing

	continually improving school procedures.		Families have an opportunity to expand their community friends both at school and church.		
	As above but following feedback ensure an online option is also available.				Autumn 2 2024 ongoing
	Website to have dedicated sections to support and signpost families.				Autumn 2 2024
	Family support officer role to continue to engage and support both children and their families.				September 2023 and ongoing
	Drop in sessions for the school nurse are available throughout the year for parents to book, these are also signposted to certain families in need of support.				
	Drop in sessions for MHST are available throughout the year for parents to book, these are also signposted to certain families in need of support.				September 2024 and ongoing
	A range of before and after school clubs provided, with funded places, to give opportunities for all children. Out of school clubs/family clubs are signposted.			Children and families have an opportunity to try new experiences and develop wider skills, with no worries of cost concerns	September 2023 and ongoing
	FOSSS to continue to grow with new members and increased events organised with families and school staff.			Increase in events and experiences for children and wider community. Funds provide school with the capital to enhance learning experiences.	
	Renewed links with the parish exploded to include school supporting their initiative, inviting the parish into school more.	JN/JV		Children and families play a part in the wider community, supporting and helping others as well as leading to an increase in their own self-esteem and wellbeing.	Autumn 2024
To ensure governors are robust and rigorous in holding leaders to account for the quality of education and school improvement.	Strengthen governance within school by increasing opportunities for governors to engage in school community.	JV/ SB	Governor minutes. Governor visits and visit reports Invites to events. Advertise for new governors in newsletter and parish. Headteacher reports. Internal and external training.	Governor training, monitoring and reviewing strengths governor skills to enable them to fulfil their strategic function, providing a strong and effective governing body to continue school improvements.	September 2023 and ongoing
	As above plus ensuring governors come into school at least twice a year to monitor their areas and are				September 2024 and ongoing

	<p>encouraged to come for school events and Masses.</p> <p>Strengthen and build the expertise of existing and new governors, so that they confidently fulfil their strategic duties.</p> <p>Support school leaders in managing budgetary position at the school to ensure that financial positions are carefully managed in the short, medium and long term and that the quality of provision is maintained.</p> <p>Governors continue to strengthen understanding of safeguarding arrangements through monthly safeguarding meetings with the safeguarding governor, head teacher to share school data reports with governors to support them in fulfilling statutory duties.</p> <p>Develop governors' profile in the school community through communication with wider stakeholders, through Annual report and greater visibility on school website and other school communications.</p>		<p>Portsmouth LA governor meetings for training and information offered.</p> <p>Catholic diocese governor meetings for training and information offered.</p> <p>Newsletter article.</p> <p>Website improvements.</p>	<p>Governors support the SLT in addressing challenging financial pressures – making best use of available funding whilst ensuring quality of provision is maintained.</p> <p>Governors confidentially fulfil their statutory duty around safeguarding to ensure staff and children are safe and protected.</p> <p>Families are aware of the governing body and their duties and how they are taking the school forward in all areas.</p>	<p>September 2023 and ongoing Sept 2023</p> <p>Autumn 2024 and ongoing</p>
<p>To ensure school continue to build on their strong safeguarding culture.</p>	<p>Continue with staff training to ensure everyone has a strong understanding of safeguarding and procedure.</p> <p>Ensure all safeguarding is reported effectively and timely onto arbor so appropriate action can be taken swiftly.</p> <p>Continue with regular training for all DSLs.</p> <p>Weekly meetings to discuss vulnerable children on the excel document.</p> <p>Four weekly extended vulnerable meetings to share training and learning from case studies.</p>	JV/SHw	<p>Safeguarding survey.</p> <p>1:1 training where needed.</p> <p>INSET training internal and external.</p> <p>PDM/ TA meeting training and reviews.</p> <p>Posters throughout school both for adults and children.</p> <p>Worry boxes are used.</p> <p>Training updates in the toilets based on staff requests/needs.</p> <p>Arbor.</p> <p>Vulnerable children on excel.</p> <p>Training overview.</p>	<p>Staff can effectively keep all children safe and children know how to ask for help, and feel safe.</p>	<p>September 2023 and ongoing</p>

	Supervision in place for all DSLs and staff who request it.		Supervision timetable and confidential recording.		
	PSCP updated with stakeholders and shared with LA along with action plan.		Headteacher reports to governors in minutes.		
	Continue to work effectively with external agencies being dogmatic and relentless if needed.		Four weekly meeting with safeguarding governor report.		
	Four weekly meetings with the safeguarding governor and half termly reports for governors on safeguarding.				
	Embed all requirements of filtering and monitoring, a new priority in KCSiE 2023, are in place and governors are assured that the standards are met through regular meetings.				
	Continue to embed all requirements of KCSiE 2024, highlighting changes listed on pg183 of the document, ensuring all staff are aware and meet the requirements and governors are assured that the standards are met through regular meetings.		As above plus PCC LA safeguarding training delivered 4/9/24.		September 2024 and ongoing

Priority 6: Early Years		
Intent	Monitoring	Impact
<ul style="list-style-type: none"> Construct an ambitious curriculum that supports the development of each child. To ensure there is a systematic approach to teaching early reading and synthetic phonics. All staff are knowledgeable about the teaching of early mathematics. To ensure the outside area supports children’s development across all areas of the EYFS. To build positive relationship with parents and carers. EY manager and deputy pre-school manager to inform and support staff with sequence of learning. Ensure that the pre-school expansion (funded mainly by the LA) will be open September 2024, and filling all 24 addition session spaces by the end of Spring term. 	SEE THE EYFS ACTION PLAN FOR DETAILS	At St. Swithun’s Catholic Primary School we are passionate about children being happy, confident, independent, well-rounded individuals with a love for learning. We believe that the Early Years Foundation Stage is crucial in securing solid foundations that children continue to build upon throughout their school life. It is our aim that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and a love of learning. We do this by ensuring that all children feel safe and happy at school in an engaging and stimulating environment both indoors and outdoors that’s builds on each individual child’s needs and interests. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential.