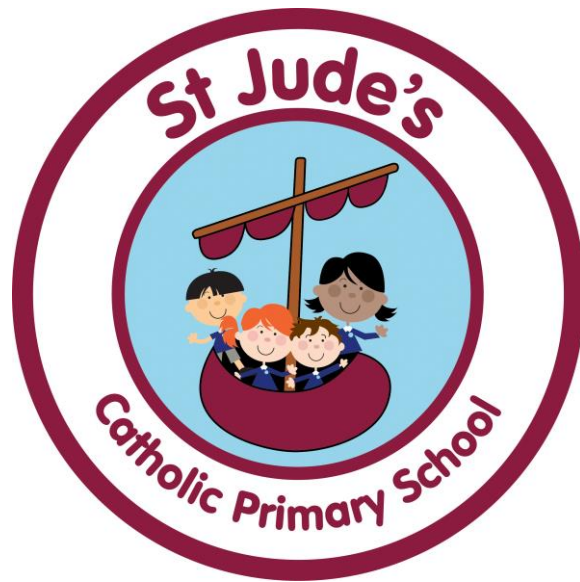


St Jude's Development Plan

2024-2025



St Jude's Vision

St Jude's is a caring and inclusive school where every child feels valued, is encouraged to dream big and empowered to reach their full potential in a changing world.

- We provide every child with an ambitious curriculum that inspires and stimulates a love of learning.
- We recruit and retain exceptional staff and them with high quality training and resources to bring out the very best in every child.
- We cultivate a safe, caring and peaceful school environment where the uniqueness and diversity of every child is celebrated.
- We offer a rich programme of extra-curricular activity for all ages so that every child is encouraged to get involved in something they love.
- We are at the heart of our local community and have a meaningful partnership with parents and carers.

Performance Data

End of Year	2023 School EXS outcomes	2024 School EXS outcomes	2024 National EXS outcomes	2023 School GDS outcomes	2024 School GDS outcomes	2024 National GDS outcomes	2023 School Progress	2024 School Progress
GLD	61%	59%	68%	NA	NA	NA	NA	NA
Phonics	83%	72%	81%	NA	NA	NA	NA	NA
KS1 RWM	45%	NA	NA	0%	NA	NA	NA	NA
KS1 Reading	64%	NA	NA	18%	NA	NA	NA	NA
KS1 Writing	50%	NA	NA	0%	NA	NA	NA	NA
KS1 Maths	64%	NA	NA	14%	NA	NA	NA	NA
KS2 RWM	60%	74%	61%	10%	9%	8%	NA	NA
KS2 Reading	73%	74%	74%	37%	52%	28%	4.0	NA
KS2 Writing	70%	74%	72%	13%	13%	13%	2.9	NA
KS2 Maths	67%	74%	73%	27%	48%	24%	2.6	NA
KS2 GPS	70%	74%	72%	37%	52%	32%	NA	NA

Each key area is assigned to a governor/s. Governors will visit school each half term to review, support and challenge.

Key Issue 1: Ofsted improvement- Assessment- To further improve, standardise and report on assessment across all foundation subjects - Governors with responsibility: Judith Hunt and Greg Hunt- visits to school to review-

Key issue 2: English (writing) – Improve the standards of writing across school - Governors with responsibility: Anthony Norris and Anne Clarke- visits to school to review-

Key Issue 3: RE- Implement the RED for YP to Y3.Ensure school up to date with all other Archdiocese changes e.g. Introduction of Prayer and Liturgy scheme. Governors with responsibility: Mildred Sims and Jess Dooney - visits to school to review-

SDP watch list-

Due to budget constraints school no longer 'Buys in' expert teachers to teach PE or MFL. Subject leads for these subjects (R. Cregan PE. C.Elwell MFL) will need to monitor, assess and support staff as they begin to teach the lessons without 'expert' support.

Due to staffing changes in KS2, I Parry to ensure standards in LKS2 and UKS2 are consistent and high. Y3 teacher is in the second year of 'new to KS2' year group 3. Y4 teacher is new to year, Y5 teacher is new to year. I Parry (as KS2 lead) and SLT to complete regular 'Drop ins' and book scrutinies as well as the 3 yearly lesson observations. Any areas of development identified- I Parry will be released from class to mentor and coach the staff. I Parry to regularly feedback to SLT.

Attendance Governor – Jess Dooney

SEND Governor – Anne Clarke

Safeguarding Governor – Anthony Norris

CPD PLANNER (directly relating to this SDP) Staff meeting. Training- Tess/ LA/ RWI / Archdiocese etc

All training delivered to staff will be shared at each staff meeting.

Monitoring will be completed each term and dates added as calendar develops

Staff Meetings		Training	
Autumn 1			
4 th September	New Website, New Cloud, Chatter	19 th September	Rachel Cregan- Transition from YR to Y1- Lamberhead Green
11 th September	New PE Scheme CPD. Delivered by 'Real PE'	26 th September	Rachel Cregan- Transition from YR to Y1- Lamberhead Green @ St Jude's.
18 th September	Academisation, Website compliance.	3 rd October	Sam Oxenham- Music Network- Wigan Music Service
25 th September	CPP and Behavioural overview	8 th October	Alice Crosbie- Introduction to EYFS – early years- bright futures.
		8 th October	RE Leads- Local area
2 nd October	RE		
9 th October	Parents evening / Drop in		
16 th October	Writing CPD- structure and unit plan.		
Autumn 2			
Spring 1			
Spring 2			

Summer 1

Summer 2

Key Issue 1: Assessment- To further improve, standardise and report on assessment across all foundation subjects

Objectives

All subjects are assessed in a consistent and uniform manner.

Assessments are used to inform planning.

Subjects leads analyse data and monitor subject to ensure they have a thorough understanding of their subjects. Governors aware of standards.

Subject leads use data and staff knowledge to inform CPD.

Children understand themes and links across the curriculum.

The majority of children will reach the expected levels (know and remember end points) in the foundation subjects.

Success Criteria

All subjects are assessed in a standardised way at the end of each unit. Assessments are carried out using Knowledge organisers in a uniform manner. Excel spreadsheet completed after each unit.

Teachers accurately judge what children know and have remembered. Reflection work relates to gaps in learning.

Subject leads create report forms for SLT and governors after each monitoring cycle. Governors fully informed as to the outcomes/ standards of the foundation subjects. Pupil voice is embedded and is an integral part of the assessment cycle.

Staff confident in teaching subjects as have received necessary CPD.

Teachers make links to other subjects as and when appropriate to ensure children 'see' threads across the curriculum.

Children achieve/ know and remember end points for each unit.

<p>Parents informed of children’s attainment termly.</p> <p>Streamline assessment process.</p>	<p>Staff report to parents 2 x parents evening Autumn and Spring and end of year report.</p> <p>Staff/governors/pupils and parents are aware of what they ‘need’ to know and reporting in line with workload expectations.</p>	
<p>End Autumn Milestones</p>	<p>End Spring Milestones</p>	<p>End Summer Milestones</p>
<p>Staff know expectations of how we assess and record assessments.</p> <p>Pupil voice used to show what children know and remember.</p> <p>Uniform Autumn term topic assessments used.</p> <p>Assessments completed end of each unit and data logged on spreadsheet.</p> <p>Teacher uses assessment data to inform reflection tasks (revisiting) and future planning.</p> <p>Leaders provide short report to governors after each monitoring cycle.</p> <p>Staff report to parents regarding attainment verbally at Autumn Parents evening.</p>	<p>End autumn monitoring show all assessments uniform and continue in spring term.</p> <p>Pupil voice shows knowledge retained from Autumn term as well as knowledge gained in Spring term.</p> <p>Spring term assessments created (and amended from Autumn if required).</p> <p>Assessments completed end of each unit and data logged on spreadsheet.</p> <p>Teacher uses assessment data to inform reflection tasks (revisiting) and future planning.</p> <p>Leaders provide short report to governors after each monitoring cycle.</p> <p>Staff report to parents regarding attainment verbally at Spring Parents evening.</p>	<p>Summer term topic assessments created after evaluation of spring assessments. Assessments now uniform across all topics and across school.</p> <p>Assessments completed end of each unit and data logged on spreadsheet.</p> <p>Teacher uses assessment data to inform reflection tasks (revisiting) and future planning. Reflection tasks directly address misconceptions/ missed end points.</p> <p>Pupil voice embedded as part of the monitoring cycle.</p> <p>Governors fully informed of standards and outcomes.</p> <p>Majority of children reach EXS- know and remember more (end points) for all assessed subjects.</p> <p>CPD completed as required.</p> <p>Overall attainment reported to parents on end of year summative reports.</p> <p>Children can make links across subjects as found in the curriculum.</p>

Action	Lead & Resources	Monitoring (what, who and when)	Evaluation / Notes
<p>1.1 Subject assessments have been created previously. Staff ensure uniformity across classes and subjects assessed.</p>	All staff	Inset September 2024- Uniformity of assessments agreed upon. Layout and appearance of books (regarding knowledge organisers and assessment) agreed upon.	
<p>2. At the end of each unit children assessed correctly using agreed upon format.</p> <p>2.1 Assessments are standardised to ensure staff assessing at a uniform level.</p>	All staff	<p>Subject leads to complete monitoring.</p> <p>Leads report to governors and SLT after each monitoring cycle.</p>	
<p>3.1 Teachers use assessment data to inform future planning.</p> <p>3.2 Teachers identify gaps in end point knowledge and use reflection time to address gaps.</p> <p>3.3 Teachers revisit learning and make links across units of work and subjects.</p>	All staff	<p>Subject leads monitor during the monitoring cycle.</p> <p>Leads monitor learning previously identified as 'missing'.</p> <p>Leads monitor what has been taught recently and further in the past to ensure long term retaining of end points.</p>	
<p>4. SLT monitor the use, expectation and provision of pupil voice.</p> <p>4.1 SLT use pupil voice to ensure children makes links across the curriculum.</p>	SLT	SLT to complete 'drop in' pupil voice exercises during each monitoring cycle to ensure children are aware of, and can respond to, pupil voice exercises.	

5. Staff report attainment to parents verbally at Autumn and Spring parents evening and report whole year summative assessment in the end of year report.	All staff	Parents evening monitored by SLT and % attendance collected. End of year reports checked and signed by HT.	
6. Through monitoring and staff discussion, leaders identify areas of need and organise CPD for staff.			

Key Issue 2: English (writing) – Improve the standards of writing across school

Objectives	Success Criteria
<p>To narrow the gap between local/national and school in attainment of the Specific Early Learning goals for literacy- Comprehension, Word Reading and Writing.</p> <p>To improve the outcomes of children at the end of KS1 so that they are in line with local and national (providing data is available).</p> <p>To ensure the outcomes of children at the end of KS2 remain in line with local and national data.</p> <p>Continue to use RWI and RWI catch up to ensure more children are off the reading scheme earlier and therefore increasing the amount of time writing.</p> <p>Purchase and introduce a new writing scheme (Literacy Tree) for school across KS1 and KS2, to ensure writing is being taught progressively across school.</p> <p>Raise expectations of writing attainment. Raise visibility of writing across school.</p>	<p>Gap narrowed between local and national in the three key goals.</p> <p>Gap narrowed between local and national data- as KS1 SATs are now non-statutory, data may not be available. If no data available then attainment will be judging against 2021-2022 internal, local and national data.</p> <p>Continued success in writing outcomes and the gap in attainment becomes smaller again. Due to covid there will be no progress data 2023-2024.</p> <p>RWI further embedded within KS1 (and KS2 as required). More children complete the RWI programme by the end of Autumn 2 (last year 0 children completed).</p> <p>No Nonsense Grammar and Spelling are continued to be used but are now aligned to the new Literacy Tree writing scheme.</p> <p>New scheme is embedded and successfully used across KS1 and KS2.</p>

<p>Complete writing book scrutinies and feedback at least once per half term.</p> <p>SLT to scrutinise data drops (once per half term) and identify children who need accelerated writing progression.</p> <p>Performance management target for staff to be a writing target.</p>	<p>Children are introduced to (when appropriate) grammar and vocabulary, further on than what is expected.</p> <p>SLT and English lead complete scrutinies, feedback and improvements based on feedback can be seen.</p> <p>Data drops scrutinised and teachers informed of children not progressing at expected rates and actions discussed on how to accelerate progression.</p> <p>One of the three PM targets is writing and this is discussed and monitored 3 times per year and this discussion will run alongside the pupil progress discussion.</p>	
End Autumn Milestones	End Spring Milestones	End Summer Milestones
<p>Literacy Tree rolled out across KS1 and KS2 and assessed at end of term.</p> <p>All staff required are trained and delivering RWI successfully.</p> <p>Some Y2 children have completed RWI programme.</p> <p>Spelling and Grammar are being taught through Literacy Tree scheme. Assessed at end of term and adapted to Literacy Tree planning as required.</p> <p>Some higher level vocabulary and grammar can be seen being used by HA children.</p> <p>PM writing targets set and first pupil progress meeting and review carried out.</p> <p>Children have developed an understanding of some grammatical terminology for their year group.</p> <p>Attend WOWS writing moderation session 1.</p>	<p>Literacy Tree usage refined to more accurately reflect St Jude's. Assessed at end of term.</p> <p>RWI delivered successfully and catch up programme in place.</p> <p>Further Y2 children have completed RWI programme.</p> <p>Writing assessed at end of term and Literacy Tree planning adapted as required.</p> <p>Some higher level vocabulary and grammar can be seen being used by HA and some MA children.</p> <p>PM targets reviewed and second pupil progress meeting and review carried out.</p> <p>Children have developed an understanding of most grammatical terminology for their year group.</p> <p>Attend WOWS writing moderation session 2.</p>	<p>Literacy Tree Embedded and reflects the needs of ST Jude's children.</p> <p>RWI delivered successfully and catch up programme in place.</p> <p>All Y2 children (with SEND exceptions) have completed RWI programme.</p> <p>No Nonsense Grammar and Spelling correctly aligned to Literacy Tree and used accordingly.</p> <p>Some higher level vocabulary and grammar can be seen being used by the majority of children.</p> <p>PM targets reviewed and third pupil progress meeting and review carried out. End of academic year PM target assessed.</p> <p>Most children have developed a good understanding of grammatical terminology for their year group.</p> <p>Attend WOWS writing moderation session 3.</p>

		<p>Gap narrowed between local/national and school in attainment of the Specific Early Learning goals for literacy- Comprehension, Word Reading and Writing.</p> <p>Outcomes of children at the end of KS1 show that they are in line with local and national (providing data is available).</p> <p>Outcomes of children at the end of KS2 remain in line with local and national data.</p>
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Action	Lead & Resources	Monitoring (what, who and when)	Evaluation
<p>1.1 Scheme licence renewed and ongoing training provided where identified.</p> <p>1.2 Further training scheduled each half term to refine use of, and success of, the Literacy Tree scheme.</p>	I Parry and all staff	<p>I.Parry to monitor training dates and arrange training for staff where appropriate.</p> <p>I.Parry to provide feedback to all staff and individual teachers.</p>	Cost £595 renewed for 2024/25
<p>2.1 RWI groups set up and changed as required. RWI lead not teaching and consistently monitoring children.</p> <p>2.2 RWI catch up programme set up as required.</p> <p>2.3 RWI lead to liaise with English Hub to ensure progress is made.</p> <p>2.4 Once Y2 completed programme, children moved onto further comprehension and writing sessions.</p>	D Stevens RWI Staff	<p>D Stevens to organise and manage groups on a weekly basis. All children assessed 1 to 1 by D Stevens each half term.</p> <p>D Stevens to ensure catch up programme used for identified children.</p> <p>End Autumn term, Y2 children who have completed the programme to be set further</p>	<p>RWI taking place each day.</p> <p>Visit by RWI advisor (Tracey Foster) to enable further progress.</p> <p>At end of Aut 2, 45% of children in Y2 have completed the RWI programme and are accessing Guided Reading sessions.</p>

		writing and comprehension sessions by D Stevens- to take place during RWI time.	Spring term accelerated RWI training delivered by HUB yo YR, Y1, Y2 on 17 th January and 28 th February.
<p>3.1 Staff to teach grammar and spelling through the Literacy Tree scheme.</p> <p>3.2 Staff identify and teach misconceptions explicitly to support Literacy Tree scheme when required.</p> <p>3.3 Staff to introduce children to higher level skills, through extensive modelling and scaffolding using adapted Literacy Tree planning.</p> <p>3.4 Use of Magpie books to support writing throughout KS2 to support independent work.</p> <p>3.5 Use of mixed age range planning for less able children where required and support through scaffolding and stem sentences.</p> <p>3.6 Use of exemplification materials to support age related expectation assessments in Writing</p>	I Parry, SLT and all staff	<p>I.Parry to attend training on teaching spelling through Literacy Tree and feed back to staff 14/10/24.</p> <p>SLT to monitor during half termly book scrutinies.</p> <p>Feedback taken, scrutinies completed and end Autumn term any adaptations needed, identified and training planned.</p> <p>Monitor use of Magpie books alongside English work.</p> <p>Class teachers to use exemplification resources to support assessments</p>	<p>Scheme is being followed by all year groups and elements of grammar and punctuation being taught in context.</p> <p>Modelling of skills and techniques taking place although some inconsistencies identified through book scrutinies.</p>
<p>4.1 Each half term during a SLT meeting (or more meetings as required) a writing book scrutiny to take place and feedback given.</p> <p>4.2 Feedback reviewed when looking at future book scrutinies by SLT.</p> <p>4.3 Writing lesson observations take place and feedback given.</p>	SLT	SLT plan, carry out and feedback.	Book scrutiny carried out on Y1, Y3 and Y5 books by SLT during Autumn Term and feedback given.
5.1 Performance Management and Pupil Progress meetings take place each term. (twice in Autumn term and twice in summer term).	HT and DHT	<p>PM meetings</p> <ul style="list-style-type: none"> Setting targets September. 	PP and PM meetings took place for Autumn term.

		<ul style="list-style-type: none"> • First review end Autumn term. • Second review end Spring term • Third review mid summer term • Final review end summer term. 	PP and PM meetings took place in spring term.
6.1 All staff to attend the three WOWS moderation writing sessions to compare writing across the consortium and agree on Age Related Outcomes.	WOWS and all teachers.	All staff to attend meetings as directed by HT. HT to liaise with leads to feedback outcomes of monitoring.	
7.1 Reception teacher to join and attend WOWS EYFS COG group- set up at November WOWS conference.	J.Wilkinson	Jenny to attend all meeting and engage with any EYFS projects from the WOWS COG group.	First meeting attended.

Key Issue 3: RE – Implement the RED for YP to Y3 ensuring school is up to date with all Archdiocese standards

Objectives	Success Criteria
Update all RE related policies .	RE related policies in RE lead file and on the school website.
Ensure portfolio of evidence is kept updated throughout the year.	Evidence in RE leads file, school website, Chatter.
Continue to attend training provided by the Archdiocese for To Know You More Clearly.	RE lead to book all training provided for the relevant staff. Re lead to continue to attend all training alongside teachers.

<p>RE lead to monitor all aspects of RE across Come and See and To Know You More Clearly.</p> <p>Re lead to provide a formal report to governors each half term</p> <p>Ensure actions from live simply continues and becomes embedded within the Catholic Life of the School.</p> <p>Focus on Catholic Social Teaching principles across all teaching.</p> <p>Launch the Jubilee Year ‘Pilgrims of Hope’ in January 2025 under the guidance of Liverpool Archdiocese.</p>	<p>Evidence in RE leads file.</p> <p>RE report presented by RE lead at termly governor meetings.</p> <p>RE lead to add events to the school calendar and organise throughout the year.</p> <p>RE to monitor that CST principles are planned for within Come and See and To Know You More Clearly, as well as any other relevant subjects across the school.</p> <p>Continue to focus on a year of prayer 2024 and await further guidance from Liverpool Archdiocese for the Jubilee Year 2025.</p>
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End Autumn Milestones	End Spring Milestones	End Summer Milestones
<p>Update all RE related policies</p> <p>Attend all training provided by Liverpool Archdiocese for To Know You More Clearly.</p> <p>Planning Come and See staff meeting with Y4, Y5 and Y6 (Summer term '24)</p> <p>To Know You More Clearly programme planned, monitored and evaluated from Preschool – Year 3.</p> <p>Come and See programme monitored and evaluated from Year 4 – Year 6.</p> <p>Resources purchased for Branch 1 and Branch 2 of To Know You More Clearly.</p> <p>RE lead to work with local cluster group on assessment for To Know You More Clearly and implement in school by the end of Branch 1 (October)</p>	<p>Attend all training provided by Liverpool Archdiocese for To Know You More Clearly.</p> <p>To Know You More Clearly programme planned, monitored and evaluated from Preschool – Year 3.</p> <p>Come and See programme monitored and evaluated from Year 4 – Year 6.</p> <p>Resources purchased for Branch 3 and Branch 4 of To Know You More Clearly.</p> <p>RE lead to lead moderation meetings for RE assessment of Come and See and To Know You More Clearly and ensure all assessment grids are completed and analysed.</p> <p>RE lead to provide termly formal reports to governors.</p> <p>Launch the Jubilee Year ‘Pilgrims of Hope’ in January 2025 under the guidance of Liverpool Archdiocese.</p>	<p>Attend all training provided by Liverpool Archdiocese for To Know You More Clearly.</p> <p>To Know You More Clearly programme planned, monitored and evaluated from Preschool – Year 3.</p> <p>Come and See programme monitored and evaluated from Year 4 – Year 6.</p> <p>Resources purchased for Branch 5 and Branch 6 of To Know You More Clearly.</p> <p>RE lead to lead moderation meetings for RE assessment of Come and See and To Know You More Clearly and ensure all assessment grids are completed and analysed.</p> <p>RE lead to provide termly formal reports to governors.</p> <p>Live Simply actions – Year 6 Leavers Mass based on Oscar Romero, harvest and distribute fruit and vegetables, litter pick.</p>

<p>Introduce the use of Chatter to collate RE evidence. RE lead to provide termly formal reports to governors. RE lead to carry out RSE audit with RE link governors. Mission Statement display updated in the Summer term ready for Autumn 2024. Catholic Social Teaching (CST) displays outside each classroom by the end of Autumn 2024. Enroll I.Parry on CCRS training. Focus on prayer for the Year of Prayer 2024 in preparation for the Jubilee Year. Live Simply actions – Harvest festival, Christmas message board to raise money for World Gifts, choir to visit the local nursing home, litter pick.</p>	<p>Live Simply actions – raise money for CAFOD during Lent, plant fruit and vegetables, litter pick.</p>	
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Action	Lead & Resources	Monitoring (what, who and when)	Evaluation
<p>1.3 Update all RE related policies – RE Handbook, Spiritual Policy, Moral Policy, Prayer and Liturgy Policy, RSE Policy</p>	<p>R.Jackson</p>	<p>R.Jackson Autumn 2024</p>	<p>End of September 2024 – all policies updated and on school website and in RE leads file.</p>
<p>1.2 Share policies with RE link governors</p>	<p>R.Jackson</p>	<p>M.Sims J.Dooney Autumn 2024</p>	
<p>2.1 Attend all training provided by Liverpool Archdiocese for To Know You More Clearly.</p>	<p>R.Jackson</p>	<p>K.Hulme (Y4 teacher) Date TBC</p>	

3.1 Planning Come and See staff meeting with Y4, Y5 and Y6 (Summer term '24) to implement some changes linked to To Know You More Clearly to improve teaching and learning.	R.Jackson	K.Hulme C.Elwell I.Parry Summer 2024	Staff training took place in Summer 2024 in preparation for September 2024. R.Jackson provided training and teachers with individual support for planning Come and See and making links to the new RED. Planning is now more creative, includes links to CST and has a big focus on Scripture.																						
3.2 Introduce the Exploring Scripture books across the school.	R.Jackson	All teaching staff Summer 2024	Training and books were provided in Summer 2024 in preparation for September 2024. RE lead will continue to monitor the use of these throughout the year.																						
4.1 To Know You More Clearly programme planned, monitored and evaluated from Preschool – Year 3. Planning meetings to take place at the end of each half term with each teacher after resources have been provided by Liverpool Archdiocese for the upcoming Branch. RJ to provide timetable.	R.Jackson	A.Crosbie J.Wilkinson R.Cregan D.Stevens S.Oxenham Last week of each half term.																							
4.2 Come and See programme monitored and evaluated from Year 4 – Year 6. Planning meetings to take place at the end of each half term with each teacher. RJ to provide timetable.	R.Jackson	K.Hulme C.Elwell I.Parry Last week of each half term.																							
4.3 Following all planning meetings each half term the RE lead will provide whole school and individual feedback and support if needed.	R.Jackson	All teaching staff End of each half term.																							
4.4 RE lead to provide staff with the RE monitoring timetable for the current academic year for pupil voice, children’s work, displays, focus tables	R.Jackson All teaching staff.																								
		<table border="1"> <thead> <tr> <th></th> <th>Children’s work & pupil voice</th> <th>Working walls and focus tables</th> <th>Prayer and liturgy</th> <th>Assessment</th> </tr> </thead> <tbody> <tr> <td>Autumn 1</td> <td>31.10.24</td> <td>07.11.24</td> <td rowspan="5">Wk3 – each half term</td> <td rowspan="5">Wk1 – each half term</td> </tr> <tr> <td>Autumn 2</td> <td></td> <td></td> </tr> <tr> <td>Spring 1</td> <td>09.01.24</td> <td>16.01.24</td> </tr> <tr> <td>Spring 2</td> <td></td> <td></td> </tr> <tr> <td>Summer 1</td> <td>24.04.24</td> <td>01.05.24</td> </tr> </tbody> </table>		Children’s work & pupil voice	Working walls and focus tables	Prayer and liturgy	Assessment	Autumn 1	31.10.24	07.11.24	Wk3 – each half term	Wk1 – each half term	Autumn 2			Spring 1	09.01.24	16.01.24	Spring 2			Summer 1	24.04.24	01.05.24	
	Children’s work & pupil voice	Working walls and focus tables	Prayer and liturgy	Assessment																					
Autumn 1	31.10.24	07.11.24	Wk3 – each half term	Wk1 – each half term																					
Autumn 2																									
Spring 1	09.01.24	16.01.24																							
Spring 2																									
Summer 1	24.04.24	01.05.24																							

5.1 Resources purchased for Branch 1 and Branch 2 of To Know You More Clearly.	R.Jackson	R.Jackson September 2024	All resources purchased and distributed to classes including Noah's Arc resources, cloth for golden box stories, resources to retell the story of Creation and a Golden Box for Year 3.
5.2 Resources purchased for Branch 3 and Branch 4 of To Know You More Clearly.	R.Jackson	R.Jackson January 2024	
5.3 Resources purchased for Branch 5 and Branch 6 of To Know You More Clearly.	R.Jackson	R.Jackson April 2024	
6.1 RE lead to work with local cluster group on assessment for To Know You More Clearly.	R.Jackson	R.Jackson Local cluster group meeting on 08.10.24	
6.2 Implement Assessment for To Know You More Clearly in school by the end of Branch 1.	R.Jackson	R.Jackson October 2024	
6.3 RE lead to lead moderation meetings for RE assessment of Come and See and To Know You More Clearly.	R.Jackson	All teaching staff Half termly – moderation meetings dates TBC	

6.4 RE lead to ensure all assessment grids are completed and analysed to show progress across year groups and within a range of groups including boys/girls, SEN and Pupil Premium.	R.Jackson	R.Jackson End of each term.	
7.1 Introduce the use of Chatter to collate RE evidence.	R.Jackson	All staff.	Chatter training was held on 11.09.24, all staff can now add to RE evidence using Chatter.
7.2 RE lead to continue to collate evidence in RE lead file and on the school website.	R.Jackson	R.Jackson Ongoing	
8.1 RE lead to provide termly formal reports to governors.	R.Jackson	R.Jackson Full governing board meetings - termly	
9.1 RE lead to carry out RSE audit with RE link governors.	R.Jackson	R.Jackson J.Dooney M.Sims October 2024	
10.1 Mission Statement display update in the Summer term ready for Autumn 2024.	R.Jackson	R.Jackson G.Peet	Display updated in the school hall in Summer 2024 in preparation for September 2024.
10.2 Catholic Social Teaching (CST) displays outside each classroom by the end of Autumn 2024 following a visit from CAFOD focusing on CST.	R.Jackson	All staff CAFOD visit 23.09.24 October 2024	CAFOD visited our school on 23.09.24. Following a whole school assembly each class had a workshop about CST and what we can promise to do to make our world a better place. From this the RE lead will launch a competition based on CST principles.

<p>10.3 Launch a competition for the children to design a logo for each CST principle. The winning design will be chosen by our Y6 prefects and Chair of Governors and then used to create displays outside each classroom.</p>	<p>R.Jackson</p>	<p>All staff All children November 2024</p>	
<p>11.1 Enroll I.Parry on CCRS training.</p>	<p>R.Jackson</p>	<p>R.Jackson I.Parry September 2024</p>	<p>I.Parry has been enrolled in the 2 year programme.</p>
<p>12.1 Focus on prayer for The Year of Prayer 2024 in preparation for the Jubilee Year 'Pilgrims of Hope' in 2025. All classes to focus on the Our Father which will be said each morning across school.</p>	<p>R.Jackson</p>	<p>All staff.</p>	<p>The Our Father was re-distributed to all classes in Summer 2024 in preparation for September to ensure all classes were still saying it each morning.</p>
<p>12.2 Launch the Jubilee Year 'Pilgrims of Hope' in January 2025 under the guidance of Liverpool Archdiocese.</p>	<p>R.Jackson</p>	<p>R.Jackson SLT M.Sims J.Dooney January 2025</p>	
<p>13.1 Autumn Live Simply actions – Harvest festival, Christmas message board to raise money for World Gifts, choir to visit the local nursing home, litter pick.</p>	<p>R.Jackson</p>	<p>All staff Harvest Mass 17.10.24 Christmas message board – 02.12.24 Choir visit – 16.12.24 Litter pick - daily</p>	<p>Harvest Mass in the school calendar – 17.10.24 and children asked to bring in a tin of food to make food hampers for The Edge Community Grocery.</p>

<p>13.2 Spring Live Simply actions - raise money for CAFOD during Lent, plant fruit and vegetables, litter pick.</p>	<p>R.Jackson</p>	<p>All staff Fundraiser during Lent – 05.03.25 Planting – March Litter pick - daily</p>	
<p>13.3 Summer Live Simply actions - Year 6 Leavers Mass based on Oscar Romero, harvest and distribute fruit and vegetables, litter pick.</p>	<p>R.Jackson</p>	<p>All staff Y6 Leavers Mass – 16.07.24 Harvest veg – July Litter pick - daily</p>	