



Carlisle Infant School Development Plan 2021-2022



'Love Learning, Love Life'



Dear Marcus Rashford you are
a amazing role model! Don't
listen to bad people. your
colour skin doesnt matter I
think your skin is lovely. you are
the best football player in the
world you do every thing rite
I am proud of you. you
showed determination never ever
give up. I stand with you
and you are a hero. you are
the best X X X Love 

Chair of Governors : Billy Day

Headteacher : Zoe Brittain

Carlisle Infant School Development Plan 2021-2022

Overarching Aim: To develop an understanding and respect of the diversity within our school community to prepare our children to be good global citizens who make a difference to the diverse society in which we live.

Key Priorities for 2021-2022

To develop an understanding and respect of diverse race within our school community

Why was this chosen as a priority?

- Increased national and international focus on racism and representation of diverse ethnic heritage
- Celebrating and representing the diversity which makes up our school community
- Our staff/governing body reflects limited racial diversity as role models for our pupils.
- Staff share insecurities around discussions about race/racism and the appropriate language to use around diverse ethnic heritage
- Carlisle community voice suggests that we should further develop positive views about racial diversity and self-identities
- Need to diversify the significant individuals/texts studied and made available in our school

What will success look like by the end of this year?

- By the end of year 2, children will know what racism is, understand why skin colour difference exists and be aware of the need to be little allies to each other.
- Increased understanding and awareness of race by participating members of the Carlisle community
- Increased positive self-identities
- Diverse mix of texts and individuals studied in our curriculum
- Staff have an improved understanding of positive language to discuss race, racism and diverse ethnic heritage with the children in their classrooms

| What is our intent? | How will we implement it? | When will it happen and who will it be completed by? | What will the impact be/Success criteria? | Cost | How and when will this be monitored? | Actual Impact | | |
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| | | | | | | Dec '21 | April '22 | July '22 |
| Increase staff confidence talking about race with children and parents. | <p>Julia Edwards to deliver initial training session on talking to children about race.</p> <p>Using staff feedback plan support session- autumn 2 focus on language and how we have conversations with children about race.</p> | <p>JE 1.9.21</p> <p>25.11.21 Nov JE</p> | <ul style="list-style-type: none"> • Staff have identified areas they need support with and feel more confident in how they talk about race with children. | £0 | Staff questionnaire following first and subsequent training sessions shows increased staff confidence in talking about race. | Staff have accessed two training sessions - informal feedback from staff shows increased awareness around racism and confidence is developing with speaking to children. | Further planning session with JE and SLT took place to arrange further implementation. Staff room display begun to further conversations/CPD around the topic of race. CPD arranged for 29 th March to discuss Anti-Racism, Diverse significant | |

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| | | | | | | | figures that could be introduced into the curriculum and appropriate vocabulary around race. | |
| Staff are aware of the impact of images and texts used, reflecting diverse ethnic heritage. | Key texts are identified for each year group with possible conversation starters and questions. | On-going-all | <ul style="list-style-type: none"> • Images/texts shown in school reflect diversity in our community. • A greater proportion of texts contain characters which reflect the ethnic heritage of children in our school. | £0-texts on Amazon wish list. | Learning walks/book monitoring shows diversity of images and texts being used. | Increased selection of texts from parental contributions. Awareness and action from staff of the need to select images to compliment this need. | Further texts have continued to be donated based on those added to wishlist from staff. AL led a CPD session on quality texts with a focus on those representing greater diversity. | |
| Support parents talking about race Develop anti-racist culture | <p>Initial communication re SDP priorities.</p> <p>Ensure anti-racism policy is in place and that as a school staff we share the same definition and understanding of what racism is</p> <p>Links on website to support parents talking about race with their children. Complete anti-racism curriculum review.</p> <p>Parents invited to drop in session as part of coffee morning.</p> | <p>23.9.21 ZB</p> <p>Dec 21</p> <p>Jan 22 ZB</p> <p>SLT Dec 21</p> <p>Jan 22 ZB/JE</p> | <ul style="list-style-type: none"> • Children and parents understand and respect the values and diversity in our community. • Parents are confident to report incidents to school. • Staff have a shared understanding of different scenarios and how to respond to these. | £0 | Racist incident reporting and actions are reviewed Parent feedback following drop in session. | Anti-racism policy created with support from staff and JE. Further parent voice being added before this is finalised. Anti-racism review completed by SLT and shared with Subject Leads | <p>Anti-Racism policy in place and shared with HHJS – definitions and vocabulary appendix to be developed following CPD.</p> <p>Subject Leads have completed their anti-racism reviews for their subject areas and will further update action plans to reflect these considerations in Summer Term.</p> | |
| To ensure there is a cohesive approach to diversity across 7-year curriculum in | ZB to meet HHJS BAME leads to share CIS plan and anti-racism curriculum review | Nov 21 | <ul style="list-style-type: none"> • CIS and HHJS BAME and curriculum leaders ensure a cohesive approach from EY through KS1 to KS2 | £0 | Subject leader action plans/ reviews. | ZB met with CW NB to ensure plans are shared. | Subject leads across federation continue to arrange meetings to discuss curriculum | |

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| <p>place across the federation</p> | <p>Subject leads to meet to look at curriculum under lens of diversity to ensure progression in learning for children</p> | <p>Spring 22</p> | | | <p>Year group termly curriculum reviews.</p> | <p>Both schools shared current work. CW and NB attended CIS training by JE NB and HH have met to look at support for EAL and how they can work together.</p> | <p>and developments with diversity. Joint CPD arranged for 25.04.22 for subject leads to discuss anti-racism review findings and compare progression maps.</p> | |
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To develop an understanding and respect of the diverse families within our school community

Why was this chosen as a priority?

- The families in our community are diversifying
- Children's lives need to be reflected in our curriculum/ethos
- Carlisle community voice suggests that we should further develop positive views about the diversity that reflects our families and self-identities
- Jigsaw PSHE curriculum highlights diverse families

What will success look like by the end of this year?

- Children and community have a broader view of the families in our community and wider and can describe these set ups
- Children join in celebrating festivals and celebrations from a range of faiths within our community
- Texts and significant figures studied in our curriculum refer to families that reflect our community and wider
- Parents feel more empowered to have discussions with their children about the varied families in our community
- Staff have an improved understanding of positive language to discuss the different make up of families with the children in their classrooms

| What is our intent? | How will we implement it? | When will it happen and who will it be completed by? | What will the impact be/Success criteria? | Cost | How and when will this be monitored? | Actual Impact | | |
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| | | | | | | Dec '21 | April '22 | July '22 |
| Understand the diverse families who make up our school community. | Create a labelled family picture/family tree to outline family make up. | Autumn Half term holidays Carlisle families | <ul style="list-style-type: none"> • Staff have an increased awareness of the diverse families in our community. • Conversations about diverse families can include highlighted examples. • Children feel 'recognised' and may feel more confident to discuss their families with their peers/staff. | £0 | Staff feedback Updated class profiles Parent/Pupil voice – survey | To be completed over Christmas break – ready to analyse and support in Spring/Summer terms | Families project completed by over 120 children over end of Autumn term break. Responses highlighted mainly different family groups, religions, languages in our community. Project responses shared with teachers for further discussion in class. | |
| Ensure we have consistency with staff confidence when talking about the diverse families with children and parents. | Lead CPD about 'families' (including Jigsaw SoW coverage). LI to liaise with PSHE lead at HHJS to ensure consistency and | DW/LI –Autumn 2 | <ul style="list-style-type: none"> • Staff feel confident with curriculum coverage in regards to 'relationships' and 'families' • Staff understand Carlisle's policy on | £0 | Feedback from staff following CPD Progress from input to CPD | LI to lead CPD in Spring 1 to develop staff confidence | LI led CPD in Spring 1 outlining our key teaching focuses, expectations for each year group and key messages that will be agreed/shared by | |

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| | progression in our approach. | | teaching about diverse families | | | | staff in regards to families and diversity. LI met with Cheryl from HHJS to discuss developments and teaching diversity in the PSHE curriculum | |
| Children recognise how their rights link with respect for families | Meet to view training materials and understand responsibilities for obtaining the award Create action plan - agree process and strategies for completing actions. Review progress termly. CPD to inform all staff of RRSa and share action plan. | GC/LI October 21 | <ul style="list-style-type: none"> • Staff and children will be aware of 'Right Respecting Schools' and the elements we need to develop in order to achieve the award. • The award is achieved by Summer 2022. • Carlisle children will be more aware of their rights and responsibilities. | £0 (Paid 2021) | Feedback from pupils as part of pupil voice. School Council feedback. Learning walk focused on PSED | GC has led training for whole school and led assembly on RRS and DW has introduced to gobs. GC has written to parents and made links with other local schools. | Staff asked to introduce their Class Charters to launch RRS within their classes. | |
| Recognise the diverse faiths and related celebrations that are celebrated in the school. | Source and produce a outline of key celebrations and practices for Carlisle faiths. Acknowledge celebrations in school displays, assemblies, parent messages, newsletters, Twitter posts etc. | GC – Autumn 1 | <ul style="list-style-type: none"> •Children join in celebrating festivals and celebrations from a range of faiths within our community •Families share experiences of celebrations and their faith in school (including the value of faith/celebration in their family) •Families feel their faiths are recognised and represented at Carlisle | £0 | Feedback from varied stakeholders Evidence of displays, assemblies, parent messages, newsletters, Twitter posts etc. | GC has produced outline for staff Celebrations are acknowledged e.g. through assemblies, banners and newsletters. | Celebrations from diverse faiths have continued to be acknowledged in school. | |

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| <p>Equalities and Inclusion Policy/Equalities and Inclusion Guidance clearly reflects Carlisle's emphasis on celebrating diversity and the families in our community</p> | <p>Review policy and guidance documents following the feedback from community in half term 'Diversity project'.</p> | <p>DW – Autumn 2</p> | <ul style="list-style-type: none"> •Policy/Guidance clearly outlines our commitment to promoting understanding and a respect for diversity •Policy/Guidance clearly outlines our stance for anyone who questions our teaching (particularly in regards to R.E./ P.S.H.E./ S.R.E.) | <p>£0</p> | <p>Ratified by Governors – End of Autumn 1</p> | <p>Equalities and Inclusion Policy and Guidance to be reviewed following return of families' project over Christmas break.</p> | <p>Equalities and Inclusion Policy and Guidance awaiting review.</p> | |
| <p>Parents are aware of the curriculum coverage in regards to relationships and religious teaching at Carlisle.</p> | <p>Lead a parent workshop to inform them about Relationships Education and Religious Education coverage</p> | <p>LI/GC – Autumn Term</p> | <ul style="list-style-type: none"> •Parents are well informed about curriculum coverage •Parents support children's understanding and respect for the diverse families that make up our community •Families share in the celebration of our diversity. | <p>£0</p> | <p>Parent feedback Evidence in practice</p> | <p>Move to Spring 2 to align with timing of curriculum coverage</p> | <p>Letter to outline Relationships and families curriculum coverage shared with parents. Workshop to take place in Summer term.</p> | |

To continue to develop the wellbeing of children, families and staff to ensure effective outcomes for children

Why was this chosen as a priority?

- Impact of COVID19 – increased anxiety and difficulties with self-regulating emotions and concerns relating to anxiety and wellbeing from families
- Staff have worked through pandemic and made many changes to their practice in a time of high anxiety, support needed as school starts to operate under more normal conditions to ensure wellbeing is supported
- Cohort of children in our school/wider range of needs including those with complex needs
- New staff teams – CPD needed to support new roles
- To develop positive language used by the community to interact with and discuss learning needs, emotions and disabilities

What will success look like by the end of this year?

- All children are better equipped with tools to support self-regulation and self-esteem
- Children with learning needs or disabilities will have developed positive self-identities
- Increased awareness of peers with needs within their class and across the school and how to support them
- Staff have an improved understanding of positive language to interact with and discuss learning needs and disabilities and are confident in using a range of access strategies to develop pupil's independence

| What is our intent? | How will we implement it? | When will it happen and who will it be completed by? | What will the impact be/Success criteria? | Cost | How and when will this be monitored? | Actual Impact | | |
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| | | | | | | Dec '21 | April '22 | July '22 |
| Staff are aware of how to support self-regulation in children and are trained to use emotion coaching | Key staff attend Attachment Aware training funded by AfC Virtual School – key messages disseminated in staff CPD to rest of teaching staff. | Attachment Aware Schools Award Launch on Wednesday 6th October 9.30-12.30pm ZB + Other designated professionals | <ul style="list-style-type: none"> • Children are able to express their feelings using a greater range of language to describe their emotions • Children (and adults) have a greater toolkit of regulators for their emotions • Children have seen/heard a variety of stories to normalise their emotions. • Children become more resilient and able to cope when things don't go as expected. | £0 | Self-evaluated – Sliding scale from introduction to following training Learning walks, observations, pupil voice focused on wellbeing and behaviour | ZB has attended training on Attachment Aware schools and liaised with head of SCC who introduced last year to support our work around this. Behaviour expectations training session for all support staff has supported consistency. | ZB attended further training from AfC Virtual School. Key messages shared with SLT for dissemination. | |
| Staff are better equipped to manage wellbeing and are supported in this | Wellbeing team to meet to plan priorities for 2021-22 and analyse summer responses to survey. | Oct 21 | <ul style="list-style-type: none"> • Wellbeing surveys are carried out every half-term to gain an insight into the feelings | £-Training Resources to be identified | Termly – Action plan reviews Outcomes of meetings | Wellbeing team have identified key themes for SLT to look at in | Wellbeing Team to meet at end of term to discuss progress. | |

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| through our whole school approach to wellbeing | Wellbeing links/training shared as appropriate. ZB to share tools from peer supervision with YGLs to support teams. | On-going Dec 21 | regarding wellbeing from our Carlisle community <ul style="list-style-type: none"> • An action plan is in place to develop wellbeing effectively • Wellbeing policy is shared with staff and outlines the structures in place to support and improve wellbeing for all | | | relation to wellbeing. Themes shared with SLT and actions developed-e.g. new computers for rec team. | Some key themes discussed have already been actioned. | |
| Parents and carers are better equipped to support children's wellbeing and manage anxiety | ZB to highlight links with MHST and how children are supported in school MHST to support parents with workshops to support self-regulation and manage anxiety. | Oct 21 Nov 21 and on-going | <ul style="list-style-type: none"> • Children and families are better supported in managing emotions and behaviour. • Children use similar tools to support self-regulation at home and in school • Parents know how to access support on school website and through DMHL. | £0 | | MHST are supporting parents through referral process with anxiety/emotional wellbeing. 10 week course offered and indications are that it is supporting families well. MHST have met with ZB re workshops for spring term. Online workshops offered through links in newsletter. | Jasmeen Kakkur (Education Wellbeing Practitioner) in school weekly to support parents on a planned programme for children who present with mild to moderate levels of concern and offer strategies and techniques for parents to implement a step by step plan at home. | |

To continue to develop leadership at all levels

Why was this chosen as a priority?

- New staff teams
- Two YGLs accessed support from SIP Emma Smith 2020-21 which will continue autumn 21 which focused on developing and supporting their teams
- All YGLs are new to YG
- Y2 Lead is new to role and is being supported by Deputy headteacher
- Curriculum leads need to develop confidence supporting and challenging colleagues
- New SENCO to be appointed for Jan 21
- To enable Subject leads to re-develop links with HJS to ensure continuity and progression

What will success look like by the end of this year?

- Subject leads will work together across the federation and be clear about children's starting points and where children are moving on to in each subject area
- Year Group Leads will have a positive impact on outcomes for children, their team and the development of the curriculum
- New SENCO is confident in her role
- Consistency and clarity of expectations for leaders.
- Leaders confident to lead their subject and are able to communicate clearly to all audiences including Ofsted.
- Leaders have opportunities for continued professional development within and beyond CIS (growing leaders).
- Leaders confident to support and challenge colleagues to improve outcomes.

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| | | | | | | Dec '21 | April '22 | July '22 |
| <p>Review and agree job descriptions</p> <p>YGLs are able to support and challenge teams effectively.</p> | <p>Job descriptions updated, shared and agreed as part of Performance Management process.</p> <p>YGLs to access coaching support from Emma Smith and as part of Spark coaching programme.</p> <p>YGLs to have 1:1 sessions with ZB to focus on teams development</p> <p>YGLs to have 1:1 support book looks/learning walks from ZB/DW.</p> | <p>ZB/DW/DF/VT Nov 21</p> <p>ZB/DW On-going</p> | <ul style="list-style-type: none"> • Expectations of roles are clear. • Staff understand line management structure and who to go to for support. • Teams in each year group work effectively together. • All team members contribute to planning, learning environments and assessment as indicated by YGL. • Any areas for development are highlighted and plans | £0 | <p>Learning walks</p> <p>YGL 1:1 meetings/YGL action plans and review of impact.</p> | Job descriptions reviewed and shared. | LI (Yr2 YGL) attended SPA[RK] coaching programme focussing on Subject Leads. | Emma Smith (SSIP) delivered SLT training on Performance Management process. Monitoring schedule for Summer Term will focus on support for YGLs. |

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| | | | put in place to support these. | | | | | |
| Subject leads use data from a range of sources to inform their action plan for year-group or subject area | DW to lead SL Action Plan session to support staff with this process. | 14 th Oct '21 | <ul style="list-style-type: none"> Action plans are in place for each subject area and have clear intents and actions to support these. Staff are clear of the rationale behind actions and the success criteria for these. | £0 | Subject Lead action plan and review of impact | SLs have created action plans based around the effective monitoring of the teaching of their subjects and making effective links with HHJS counterparts including discussions of the 7 year curriculum. | Follow up discussions around action plans and links with HHJS formed part of mid-year PM reviews. Opportunities to review action plans given as part of allocated termly release time and as CPD sessions. | |
| Subject leads are confident monitoring planning and practice in their subject area and can offer support to colleagues (English, Maths and Science) | Subject leads to have 1:1 support book looks/learning walks/planning monitoring from ZB/DW. | | <ul style="list-style-type: none"> Subject leads understand what good planning and teaching looks like in their subject area Subject leads are able to identify strengths and areas for development when looking at planning, books and learning in classrooms and are confident to share these with colleagues | £0 | Learning walks, planning monitoring, book looks and actions from these. | Monitoring and feedback offered for some of the core subject areas – Impact of covering staff absence has impacted on this progress. | Monitoring and feedback offered for some of the wider subject areas and specified for subject leader release time– Impact of covering staff absence has impacted on this progress. | |
| To further develop strategic leadership knowledge and experience of DHT | Attend SWLSEP 'Aspiring Leadership Programme' x 5 sessions building personal and team capacity and participate in mentoring programme. | November 2021 – June 2022 | <ul style="list-style-type: none"> DW feels more equipped in his role to deputise for the headteacher in her absence. DW is further upskilled with strategic responsibilities | £399 | Performance Management SIP Visit Feedback from varied stakeholders | SWLSEP Leadership course postponed by AfC. ZB and DW to investigate alternative opportunities e.g. free NPQ courses | DW has applied for and successfully enrolled on NPQSL training with focus on developing strategic leadership. 18 month period of training and follow up projects. | |

To ensure gaps in reading and phonics are closed to support our aim for every child to leave Carlisle as a reader.

Why was this chosen as a priority?

- Impact of COVID19 – has led to gaps in phonics and has had an impact on children's reading skills and access to books
- Reading data from the best endeavours EYFSP, phonics tracking and the end of year attainment data for reading has highlighted gaps in children's learning
- Some parents have found supporting children's learning in phonics a challenge.
- New reading framework July 2021 and reading audit has highlighted areas for development in staff training and in provision of decodable books

What will success look like by the end of this year?

- Children identified with gaps in phonic knowledge are supported by a mixture of quality first teaching and intervention support as outlined in the Recovery Premium Plan
- Parents have been supported in reading with and to their children with reading at home
- Staff have received training to support with phonics and reading interventions
- Children identified as needing extra support for reading are closely tracked to ensure gaps are closed as quickly as possible

| What is our intent? | How will we implement it? | When will it happen and who will it be completed by? | What will the impact be/Success criteria? | Cost | How and when will this be monitored? | Actual Impact | | |
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| | | | | | | Dec '21 | April '22 | July '22 |
| Year 1 and year 2 with identified gaps in phonics are supported by small group intervention | 3x session per week with AP. Baseline and end of half-term assessment used to track progress. | 3X per week with AP AO to quality assure | <ul style="list-style-type: none"> • Children use phonic knowledge independently in reading and writing. • Phonics screening data will be above national average and in line with LA average • KS1 Reading end of year outcomes will be above national average and in line with LA average | Recovery Premium- (see plan) | Intervention tracking and monitoring Moderation | Teachers have identified gaps and pupils to be targeted. Baseline assessments and half term reviews taken place. AO to quality assure and feedback in Spring Term | 3x weekly small group interventions have continued into Spring Term. Assessments to be carried out to determine progress. | |
| Children have better access to decodable texts | Audit current provision. Research further decodable texts to support children in learning to read and make recommendation to SLT. Parent workshop to support reading at home/access to Bug Club. | AL AL / DW | <ul style="list-style-type: none"> • Children are better supported with improved access to decodable texts they can access at home and school. Reading fluency is improved. • Children in year R will be at the ELG for reading. | £CSA have agreed to fund | AL to sample readers from across the school to ensure texts are well-matched to reading ability Feedback from parents following workshop | Phonic Rockets purchased to fulfil some of the need in Year R. Samples provided by key phonic text providers. Decision of validated SSP TBC in Spring Term. | Catch up funding used to purchase five full sets of phonically decodable texts for use across the school – Chosen SSP to be made by SLT. | |

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| <p>1:1 reading provision is high quality -staff are trained on how to support all readers.</p> | <p>DW train TAs PM benchmark and quality assure</p> <p>AL/VT to model 1:1 reading sessions for TAs supporting identified children</p> | <p>Oct 21</p> <p>On-going to start Oct 21</p> | <ul style="list-style-type: none"> • Children with identified gaps in reading are able to blend more confidently and independently. | <p>£TBC</p> | <p>Intervention tracking and monitoring</p> | <p>TAs trained with PM Benchmarking</p> <p>Modelling of 1:1 reading sessions and quality assurance to take place in Spring Term.</p> | | |
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