

Curriculum intent:

At St Catherine's we have a high number of EAL who have very little English on intake. They acquire fluency rapidly but need consistent support with their language acquisition. We have a high percentage of lower learners and SEND support who (mainly boys) especially on intake. Our largest minority groups are Eastern European and Black African. The number of disadvantaged children is steadily increasing. Historically our percentage of EHCPs has been significantly high compared to national. We currently have 8 and are in the process of applying for 4 more. There are a high number of children receiving SEN support with a majority of the needs being speech and language and cognition and learning. We have a high number of children and families with health issues which has had an impact on behaviour and relationships. Our deprivation level is steadily increasing however we still have affluent families with very different life experiences. In the last two years we have an increase in mobility, mainly families deciding to move out of London. Our children need an ambitious curriculum that develops their understanding and skills and is taught in a useful context so that it builds on individuals real life experiences. On their starting points children show they need to be flooded with language and speaking and listening opportunities immediately, to address the gaps in their vocabulary and communication skills. To achieve well in the next stage of their life children are encouraged to take advantage of the range of opportunities that are available to them in order for them to be fully exposed to and understand a range of concepts and skills. We are fully committed to ensuring every child's end points shows that they have had a breadth of rich learning experiences with a depth of knowledge and range of skills such as independence and resilience which will equip them to overcome any future obstacles. Our enriched curriculum is structured to deepen knowledge and provide maximum coverage of skills. Our staff understand that all our children need an engaging and active curriculum with shared learning experiences so that they are prepared for the next stage of their lives.

COVID curriculum intent:

We want to compensate for the social cultural isolation our children have experienced because of COVID 19, particularly those who are disadvantaged. The usual offer of trips is not available to children therefore by providing them with cultural immersion experiences, such as Egyptian days, Virtual Tour of Tutankhamun Tomb and online Theatre workshops children can still have cultural opportunities. In order to increase stamina and improve recall Teachers will adjust their approach to include more modelling of application of skills and provide more opportunities to remind children of previous skills taught so that links can be made. The Daily mile in addition to 2 hours a week of PE will be integral to build children's physical stamina.

St Catherine's School Curriculum Intent 2020 - 2021

School Context:

St Catherine's Catholic Primary is a popular, oversubscribed two form entry school with a nursery in the London Borough of Barnet and in the Diocese of Westminster, serving the Catholic community in High and New Barnet. In response to our bulge class leaving in July 2019, we have successfully applied for a grant to open a two year old provision which we now plan to open in September 2021. Since our last Ofsted Inspection the demographic of the ward, where the school is located, has changed and has become the most deprived in Barnet.

Our EYFS provision consists of a nursery which offers 39 full time 30 hour places, breakfast club and after school club. 35 out of the 42 children in nursery who were age appropriate transferred to our Reception classes this academic year, a number which is historically typical.

The Head teacher and Chair of Governors, were appointed in September 2016.

We have had a high turnover of staff over the last 4 years. We restructured in January 2018 to go from one Assistant Head to three Assistant Heads who lead on EYFS (& Maths), KS2 (& Inclusion) and KS1 (& Assessment) respectively. We have had 10 staff who have taken maternity leave in the last 3 years. Our long serving Deputy Head retired in July 2020. As of September 2020 we have 1 NQT, 1 new KS1 teacher and our three Assistant Heads are Interim Deputy Heads for the academic year whilst we delay appointing a substantive Deputy Head.

In 2019 we were awarded the School Travel Plan Gold for the seventh year in a row. In 2019 we renewed our Bronze Healthy Schools Award to maintain our Gold Award. In 2020 we were awarded the Healthy Early Years London Bronze Award. We were also awarded the Gold School Games Mark again in 2020. In 2018 we were awarded the Rights & Respecting Gold Award and have actively supported other schools to achieve the same.

We are in the process of building a Performing Arts Hub which is scheduled to be completed at the beginning of 2021.

43% of our children are EAL, which is significantly above national at 21.3% (2020)

46% our children are MEG, significantly above national at 33.9% (2020) and our largest minorities are Eastern European (15%), Black African (6%)

8% of our children are disadvantaged which is below national at 24.1%(2019)

We currently have 1.7% (8) EHCPs.

10% (2020) of our children receive SEN support with a majority of the needs being speech and language and cognition and learning. The % of pupils who experience high levels of deprivation is 4% (2019), and has been on the increase over time.

COVID context:

Children are excited and happy to be back at school with their friends and the staff. They are responding quickly and positively to the new routines. Over all children in all year groups lack stamina compared to September last year. This has affected their concentration, their writing and their physical activity levels.

Writing and spelling skills require development. Recall of number facts in all computations is not as strong as it was. Children's independence has been impacted.