



Holy Trinity School Development Plan 2016-17

VALUES

At Holy Trinity we welcome you to an exciting world of learning, discovery and friendship. We are passionate about nurturing every child, helping them to find and develop their own talents and be the best that they possibly can. Children will learn within a Christian community, surrounded by support, kindness, respect and fun; and will leave with fantastic memories to cherish forever.

INTRODUCTION

This SDP represents the whole school priorities that are currently seen by all to be the central focus for our continued drive to bring about further improvement in the quality of provision for our pupils and the levels of attainment they reach. These priorities are directly linked to our "Vision 2014-2019" document. The overall responsibility for the SDP is with the Governing Body who approves the plan annually, the Head Teacher and her senior team.

The number of priorities is kept small because that gives us the best chance of maximum impact on standards from the actions we need to take. Below these whole school priorities are a number of further action plans for subjects and phases which are developed by and the responsibility of phase and subject leaders.

Each teacher also has their own agreed improvement activities that relate to the outcomes of appraisal. These plans focus directly on the progress made by pupils in their own class and a teacher's own personal, professional development.

All our plans for improvement – the SDP, phase and subject action plans and teacher's personal action plans – are agreed on the basis of a careful self-review of pupil outcomes, our understanding of what works well at Holy Trinity and the needs of our pupils and the outcomes of previous improvement strategies. We also need to build in, from time to time, any development issues that are identified as a result of Ofsted inspections, our own monitoring programme or other forms of school review.

THE CURRENT SCHOOL DEVELOPMENT PRIORITIES (reference to 5 year Vision)

- Excellent quality of **teaching and learning**
- Excellent **communication** for cohesion & consistency
- Excellent use of **space**
- Excellent **citizens** of tomorrow

CONTEXT: 2016 data; EYFS data shows 87% of children achieving a GLD (71% AfC): Yr 1 phonics test, XX% achieved required outcomes (XX% national). KS1 data: maths at expected standard 82% (73% national), reading at expected 73 % (74% national), writing at expected 72% (65% national), RWM combined 65% (60% nationally). KS2 data: maths at expected 84% (national 70%), reading at 73% (national 66%) writing expected 75 % (national 74%) RWM 69% (national 53%). Quality of teaching 100% of lessons at least good 80% outstanding.

PRIORITY LEADER: Penny Cox (HT)

TIMELINE: Sept '16 – July '17

BUDGET: £5000 CPD budget

GB: Teaching and learning committee

OBJECTIVE		SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING EVIDENCE	OUTCOMES	
2017 KS2 targets	End of KS2 "expected"	Respective key stage targets/EYFS/phonics to be achieved. Teaching and learning to show higher level of cognitive demand, involving mental processing beyond recall. In year data to show that the majority (ie 80/85 %) of pupils achieve a "secure" level in their year band (on-going discussions about whether this should be working at plus) .	CPD programme designed to further improve the quality and depth of children's learning through focussed staff training for teachers, TA's, LSA's & SMSA's using in-house expertise & external support eg EP, LA advisors and consultants. Regular cycle of evaluation and monitoring in place and adhered to actions subsequently taken. Targets to be set and monitored through termly pupil progress meetings.	CPD programme devised at the beginning of each term to reflect the needs of the staff Evaluation Cycle to run throughout the year Teachers' appraisal targets to be set by end Sept '16 TA and LSA appraisal targets to be set by end of October.	CPD programme at the beginning of each term. Teachers' appraisal/lesson obs documents Pupil voice through subject reviews and pupil questionnaires TA and LSA appraisal targets Evaluation cycle established To be reported to governors through the minutes of the curriculum committee and termly update document: Lesson observation data March - Spring assessment data April-End of spring term lesson observation data Phonics test data June -End of summer data for all key stages July – End of year data from rest of school Subject co-ordinators' and subject governors' reports, throughout the year. To be reported to gobs each term via the head teacher's report and teacher and learning committee	2017 KS2 outcomes	End of KS2 "expected"
Maths	88% Ex/35%GD					Maths	91% Ex/48%GD
Reading	84%Ex/32%GD					Reading	84%Ex/32%GD
Writing	84%Ex/16%GD					Writing	86%Ex/22%GD
M,R+W	77% /11% GD					M,R+W	81% /19% GD
2017 KS1 targets	End of KS1 at	Science results at KS2 to be in line with maths. Teachers to use a science assessment sheet throughout KS 2 to evidence achievement	To develop staff expertise and experience through outreach to other schools and settings			2017 KS1 outcomes	End of KS1
Maths	90%Ex/23% GD					Maths	90%Ex/23% GD
Reading	90%Ex/43% GD					Reading	90%Ex/43% GD
Writing	83%Ex/22%GD					Writing	83%Ex/22%GD
M,R+W	83%Ex/22%					M,R+W	83%Ex/22%
EY GLD – 78%						EY GLD – 78%	
Phonics yr 1- 88 %						Phonics test – yr 1 – 95%	
Attendance target 96.5%						Attendance – 97.4%	

OBJECTIVE	SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING	OUTCOMES
<p>To ensure that progress through years 3 and 4 is at the same rate of the years 5 and 6.</p> <p>To respond to comments in 2016 parental feedback questionnaires about excessive homework - make home-learning easier to manage for parents and therefore more effective,</p> <p>To ensure that teachers are as effective as possible in the delivery of lessons by managing work life balance.</p>	<p>That progress by the end of the year in Years 4 and 3 is at the same rate as years 5 and 6.</p> <p>.</p> <p>That teachers do not feel that they are having to complete repetitious or unproductive administration task.</p>	<p>Year 3/4 phase leader to put together an action plan to be monitored with the head teacher.</p> <p>Maths home-learning to focus on acquisition of times tables. Project home-learning to be reduced to one per term. English to focus on skills such as spelling, handwriting and reading. Additional focus on the value of reading at home – use of the home reading journal</p> <p>Communicate to teachers that peer marking and self-assessment can be used. Ideas to reduce the amount of photocopying/worksheets and sticking in. PPA in blocks and with year group partners End of year reports to be Word documents</p>	<p>Established in Autumn '17</p> <p>In place</p>	<p>Evaluation cycle (particularly book looks, lesson observations, learning walks and pupil voice).</p>	<p>See Summer Performance Data for summary</p> <p>Home-learning adjusted to be less demanding on parents. It relies on the key skills of spelling, grammar and times-tables consolidation.</p> <p>Staff questionnaires are very positive about enjoying working at Holy Trinity. Low staff turn over.</p> <p>Cross reference with 2017 feedback.</p>

PRIORITY No 2 Excellent **communication for cohesion & consistency**

CONTEXT Feedback from surveys reflected a need to further develop the school's excellent communication links with parents and between groups of staff in order to further support children's learning and progress

PRIORITY LEADER: Lucy Ashby (DHT)

TIMELINE: Sept '16 –July '17

Budget: 15k (in salary time)

GB: T+L + PP&C Committee

OBJECTIVE	SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING	OUTCOME
<p>To ensure clear communication throughout teams to ensure that the school is as effective and efficient as possible.</p> <p>For members of the SLT to be supporting in developing their leadership skills.</p> <p>For Penny to hold a communication meeting with parents each term.</p>	<p>That staff know what is happening and that this isn't raised as an issue in the end of the year</p> <p>SLT to feel skilled and confident to manage communication within their key stage and within the leadership team.</p> <p>For parents to have had the opportunity to attend a communication mtg with head teacher each term.</p> <p>For communication to not be a priority in parental feedback questionnaires.</p>	<p>For phase leaders to take a very active role in communicating with their teams.</p> <p>To change the communication board in the staff room to a clearer format</p> <p>Class newsletters to be in the same template and to be issued once a fortnight through the class reps.</p> <p>A list of all the staffing to be up in the staffroom.</p> <p>Coaching skills training for SLT completed. Also Penny, Hollie and Zoe completed IOE, Lead Practitioner Programme.</p> <p>SLT members to have coaching skills training.</p> <p>Introduced a system by which parents can pay online for after school club. Now have a card machine for payment for uniform.</p>	<p>Phase leaders have weekly meetings with their teams.</p> <p>Completed</p>	<p>Continuous through the year by Phase leaders.</p>	<p>Communication not an issue in the staff questionnaire.</p> <p>Cross reference with 2017 feedback.</p>

PRIORITY No 3 Excellent use of space

CONTEXT: school is now full after the redevelopment to 2 forms of entry. We also have an additional class which is currently in Year 5. The school aspires to have a multi-use learning/community space. We need to ensure that we using our existing space to the maximum benefit for the children's learning.

PRIORITY LEADER: Penny Cox

TIMELINE: Sept '16 –July '17

Budget:

GB –Resources committee

OBJECTIVE	SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING	OUTCOMES
<p>To ensure excellent use of space throughout the school to maximise learning</p> <p>Playground space to be used to the maximum by zoning.</p> <p>Timetabled use of the Wildlife Garden.</p> <p>More integration between the nursery and reception classes</p>	<p>For learning to take place in the most appropriate spaces; making full use of the outside space. At least one science lesson a half term to take place outside</p> <p>For children to be able to take part in regular Forest School style lessons for one day each half term.</p>	<p>Forest schools training in September 2016 followed by addition opportunities throughout the year.</p> <p>Rota devised and implemented. Needs to be monitored throughout the year.</p> <p>Kingfisher Club children to be responsible for watering the wildlife garden</p> <p>EY now sharing a resource cupboard.</p>	<p>By end of academic year</p> <p>In place.</p> <p>In place.</p> <p>In place</p>	<p>Report to the governors through full GB meetings. Governors' learning walk.</p> <p>Teachers' planning.</p> <p>Pupil voice</p>	<p>Due to the zoning in the playground far fewer behaviour issues.</p> <p>All classes have taken part in Regular Forest School sessions.</p> <p>Nursery and Reception have had shared sessions. This has led to smooth transitions into the Reception.</p> <p>Cross reference with 2017 feedback.</p>

PRIORITY No 4 Excellent citizens of tomorrow

CONTEXT: school's five year vision is to ensure that our pupils leave us with the skills and determination to be positive citizens who take an active role in democratic modern Britain. We want our children to leave the school with a focus on not only what they can get out of life but what they can do to improve the lives of others. As a Christian school we want our children to be aware of their own spirituality and to have a knowledge and respect for those of all faiths and none.

PRIORITY LEADER: Lucy Ashby

TIMELINE: Sept '16 –July '17

Budget:

GB – T + L & PPC committee

OBJECTIVE	SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING	OUTCOMES
<p>To ensure that the "Head Teacher's award" is taken up by the juniors is as strong as the 2015/16.</p> <p>To improve the pupils' responses relating to the question "Do you have to work hard?" In the end of year questionnaire.</p> <p>To improve the pupils' responses relating to the question "Do other children behave well?" and "Are other children friendly?"</p>	<p>Number of children that have taken up the Head Teacher's award</p> <p>That the average score in response to this question is approximately 2.67</p> <p>That the average score in responses to this question is approximately 2.67</p>	<p>To ensure that there is pupil voice towards the start of each topic.</p> <p>Teachers to discuss with their classes their perception of what it is to work hard and construct plans to achieve this.</p> <p>Teachers to discuss with their pupils and to monitor.</p> <p>Head teacher to investigate and construct a plan to further improve pupils' self-efficacy (working with members of the PPCC on this).</p> <p>To have a five 5's display in the hall. To run this as a theme for whole school worship and class discussion time.</p> <p>Young leaders training for play leaders in yr 5 completed.</p>		<p>Evidence noted in children's books.</p> <p>5R's target to be in end of year report.</p>	<p>Highest uptake of Head teacher's award.</p> <p>Children also involved in visiting an old people's centre in Barnes.</p> <p>Children hugely complemented on their behaviour on trips and residential.</p> <p>Higher score about other children's behaviour recorded in the end of year questionnaires.</p> <p>Cross reference with 2017 feedback.</p>

