Holy Trinity School Development Plan 2014-15

VISION

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.

http://holytrinityschool.org.uk/

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: 2014 data; EYFS data shows 68% of children achieving a GLD (60% national): Yr 1 phonics test, 88% achieved required outcomes (74% national): Yr 2 phonics test, 87% achieved required outcomes (67% national). KS1 data: maths L2+ 98% (92% national) L3+ 33% (24% national), reading L2+ 96% (90% national), L3+ 43% (31% national) writing; L2+ 93% (86% national), L3+ 17% (16% national). KS2 data (unvalidated) maths L4+ 82%(86% national) L5+ 45% (42%national) L6+14% (9%national) reading L4+ 92% (89% national) L5+ 57% (50% national) writing L4+ 86% (85%national) L5+ 35%(33%national). Quality of teaching 100% of lessons at least good 25% outstanding**.** Feedback from internal monitoring and "mocksted" highlighted 'assessment for learning' as a key opportunity to develop further the children's progress. There are national changes to assessment to which the school needs to adapt.

PRIORITY LEADER: Lucy Ashby (DHT)	**TIMELINE**: Sept '14 – July '15	**BUDGET:** £8K CPD budget	**GB**: Curriculum & personnel committees

OBJECTIVE			SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING EVIDENCE
2015 KS2 targets	L4+	L5+	Achievement of objectives Respective cohort points progress targets to be met 100% of observed learning to adhere to the "Holy Trinity Essentials". The 'typical over time' teaching and learning to meet the "Holy Trinity Essentials". In year data to show that the majority of pupils make 4 points of progress each academic year in KS2 and 5 pts per year in KS1. Data to show that at least 90% of pupils are on track to make at least 14 pts progress through KS2	CPD programme designed to further improve quality of progress through focussed staff training for teachers, TA's, LSA's & SMSA's using in-house expertise & external support eg EP, LA advisors and consultants together with appraisal processes To use the "Holy Trinity Essentials" to ensure consistency of practice. The 'typical over time' teaching and learning to meet the "Holy Trinity Essentials". Inset from Andy Phillips (Sept '14) on 'Taking learning to the next level" To enrich & develop the use of the physical learning spaces To use CLPE training to further improve practice To embed changes to National Curriculum through CPD and Maths Family Meetings	CPD programme devised at the beginning of each term to reflect the needs of the staff Monitored across the year through the Evaluation Cycle Teachers' appraisal targets to be set by end Sept '14 Sept '14 Sept'14 On-going through the year	CPD programme at the beginning of each term. Teachers' appraisal documents. Evaluation cycle To be reported to governors through the minutes of the curriculum committee and termly update document: Nov -Autumn 1 assessment data Jan - End of autumn term lesson observation data March - Spring 1 assessment data April-End of spring term lesson observation data June -End of summer data for all key stages Subject co-ordinators' and subject governors' reports, throughout the year. First report to govs at end of Autumn 2 To be reported to govs each term via the head teacher's report
Maths	94%	50%				
Reading	97%	60%				
Writing	90%	37%				
2015 KS1 targets	L2+	L3+				
Maths	89%	49%				
Reading	91%	65%				
Writing	91%	34%				
Science	94%	45%				
Phonics target Yr1 83% Yr2 64% EYFS GLD - 85% Progress levels throughout the school to be in line or above those predicted by FFT for top 25% of schools (we are aiming for over 14pts progress) Current yr 6 targets: 15.5 reading, 14.5 writing, 15 maths						

OBJECTIVE	SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING EVIDENCE
To ensure feedback marking is clear and focussed on progress so that pupils know how to improve their work To ensure that pupils' targets are relevant and regularly reviewed To embed the robust cycle of evaluation in order to monitor and ensure rigorous and effective practice To produce and launch new assessment system to replace National Curriculum levels	Book looks show that marking is clear (& smart) and has a next step task relevant to the LO where necessary Book looks show that children are consistently being given opportunities to respond to marking Book looks and pupil interviews show that children know their targets and use them to focus their learning	For all children to use a green ('reflection') pen whenever they are responding to marking To review the marking policy to ensure the marking codes give LSA's opportunities to indicate levels of support given and to ensure it reflects current practise To roll out the Evaluation Cycle with SLT and all SL's To use success criteria in literacy & maths lesson where relevant To use the "smiley face" feedback against success criteria To send the completed success criteria home each term Attendance at assessment conference Nov'14 Working with AFC & Locality Group of heads to produce an in year assessment system to replace National Curriculum levels	All key actions to be taken by September 2014 " " " Termly By end of school year	Evaluation cycle (particularly book looks and lesson observations and learning walks). Regular termly updates to the governors via the curriculum committee.

FINAL REVIEW *(Priority Leader completes this section once all key actions have been completed and, hopefully, the overall objective has been met. This section can be used to record next steps eg how we maintain what has been achieved or in some cases where the school needs to move onto next)*

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

PRIORITY LEADER: Penny Cox **(HT)** | **TIMELINE:** Sept '14 –July '15 | **Budget:** 15£k (in salary time) | **GB:** Curriculum + Community Cohesion Committees

OBJECTIVE	SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING EVIDENCE
To ensure excellent communication structures exist to further embed coherent and consistent practice throughout the school To enable parents to access information easily via the website including information of handwriting and mathematical methods etc	To set up a clear structure for communication within the class teams to communicate learning foci To give parents greater information about the roles of the staff so that they can communicate directly with class teachers, coordinators & phase leaders To have improved feedback from staff and parents on the quality of communication via the end of year questionnaires To have a plan as to how and when parents will be able to access their children's data electronically	To ensure consistency in communication to parents from all class teachers through class letters To develop & share a clear structure on the website so that parents know who to communicate with initially and to give information about staff's co-ordinator roles To load more info on the website re how parents can help their children with maths and handwriting etc To further develop induction programmes for all new staff to include "Holy Trinity Essentials" For each class to set up a designated time for all staff to meet about the week's planning so all are aware of the learning focus To work with the LA and Click to devise a plan for electronic communication of data to parents. For there to be opportunities for parents to meet the maths family teacher throughout the year.	September 2014 By October 2014 Lucy to rewrite By end of academic year Plan to be in place by end of November	Audit of class letters Nov'14 October audit of the school website –Oct '14 Oct '14 checked with selection of LSA's Audit of website at the end of the year Completed July'13. Discuss with new starter Feedback from staff and parents in the end of year surveys Plan to be reported to governors via committees Meetings to have taken place

FINAL REVIEW *(Priority Leader completes this section once all key actions have been completed and, hopefully, the overall objective has been met. This section can be used to record next steps eg how we maintain what has been achieved or in some cases where the school needs to move onto next)*

CONTEXT: school is now full after the redevelopment to 2 forms of entry. We also have an additional class which is currently in Year 3, once our current 6 leave we will be at max capacity. The school aspires to have a multi use learning/community space. We need to ensure that we are using our existing space to the maximum benefit for the children's learning.

PRIORITY LEADER: Penny Cox

TIMELINE: Sept '14 –July '15

Budget: £20K of PTA money put aside for potential build. Depending on opportunities there may be more money from the school budget.

GB – Curriculum, Personnel, Finance and community cohesion committee

OBJECTIVE	SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING EVIDENCE
To ensure excellent use of space throughout the school to maximise learning To investigate the possibility of building an additional room on site	For learning to take place in the most appropriate spaces; making full use of the outside space To have researched and communicated back to parents and governors. Aspiration is to have a new space built on the site by Sept 15	Meeting of group of governors, parents and head teacher to assess the site. Head teacher to meet with the Diocese and the LA to see what is possible.	By end of autumn term 2014 By end of summer 2015	End of Autumn Term, sub-committee to report on progress to governors

FINAL REVIEW *(Priority Leader completes this section once all key actions have been completed and, hopefully, the overall objective has been met. This section can be used to record next steps eg how we maintain what has been achieved or in some cases where the school needs to move onto next)*

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 '14 –July '15	**Budget:** £1K for resources	**GB** – Curriculum committee and community cohesion committee

OBJECTIVE	SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING EVIDENCE
To ensure that the "head teacher's award" is taken up by Year 3 and 4 as well as the upper juniors. To continue to support charities throughout the year (Toilet Twinning, Karis Kids, Jeans for Genes Day, Children in Need, MacMillan) Children to continue to have their own self- initiated charity fund raisers .	Year 3 and 4 pupils to have taken up the head teacher's award by the end of summer '15	We will look for a small team made up of parents and teachers with experience of or enthusiasm for this type of scheme to spearhead the redevelopment of the award during this school year with the intention of piloting the new scheme September. '15 We will raise significantly the profile of the award among pupils, staff and parents on an annual basis by creating an information pack, posters, badges, presentation, awards board etc. This would require commercial sponsorship for which we would involve the support of the PTA	Summer '15	Action plan of the action team

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