



Holy Trinity CE
Primary School

HOLY TRINITY TERMLY UPDATE SPRING TERM - MARCH 2014

OUR VISION STATEMENT ...

“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 to be the **BEST THEY POSSIBLY CAN**. Children learn within a **CHRISTIAN COMMUNITY**, surrounded by **SUPPORT, KINDNESS, RESPECT AND FUN**; and will leave with **FANTASTIC MEMORIES TO CHERISH FOREVER.**”

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Glossary

PS	Points Score - can be on 2 scales, TT uses the 2 point scale, ROL different system (see 'Levels and Points Explained')
BLA	Base Line Assessment, at HT at KS1 this is the Yr1 Autumn1 assessment, for KS2 it is the Yr2 Summer 2 assessment
CAT	Cognitive Ability Testing
DFE	Department of Education
EAL	English as an additional language
EYFS	Early Years Foundation Stage (finishes at the end of reception)
Ever6	Registered for FSM's at any time in the last 6 years
FFT	Fisher Family Trust - external software used to sense check internal forecasts
FFT PA25	Forecasts derived by FFT taking into account pupil prior attainment, gender and month of birth, and schools in the top 25th percentile for VA
FSM	Free school Meals
High Attainers	As defined on page 5, different definitions used by ROL and TT
HT	Holy Trinity Primary School
KS1	Key Stage 1 (finishes at the end of year 2)
KS2	Key Stage 2 (finishes at the end of year 6)
LA	Local Authority
LAC	Looked after Children - LA has parental responsibility
Low Attainers	As defined on page 5, different definitions used by ROL and TT
LTDP	Long Term development Plan
Middle Attainers	As defined on page 5, different definitions used by ROL and TT
National	National % achieving defined Level
NC	National Curriculum full or sub-levels (see page 5)
PP	Premium Pupils - children who are registered to receive the PPG
PPG	Pupil Premium Grant - paid to all children who have registered for FSM's at any time in the last 6 years
ROL	Raise on Line - DFE produced performance data
SA	School Action - additional help provided by school, but not enough to warrant a statement
SA+	School Action plus - additional help provided by school, but not enough to warrant a statement
SEN	Special Educational Needs
SDP	School Development Plan
St'ment	Statement of SEN - specifies what additional help a pupil may need
TA	Teacher Assessment
TT	Target Tracker - HT's assessment and forecast software
VA	Value Added - the amount by which the pupil(s) have achieved above or below the forecast result

Levels and Points explained

Levels		Point score equivalent	Point Score Raise on Line Few levels used at KS1 and 2	2 Point Scale Target Tracker All levels used at KS1 and 2	Prior Attainment	
Main	Sub					
	w (working towards level 1)	3	<L1+	3		
L1+	1c	7		7		
	1b	9	L1+	9		
	1a	11		11	KS1 Low Attainers <13 TT, <12 ROL (below L2)	
L2+	2c	13	L2C+	13		
	2b	KS1 National Average (YR2)	15	L2B+	15	KS1 Middle Attainers 13-17 TT, 12 to <18 ROL (at L2)
	2a		17	L2A+	17	
L3+	3c	19	L3+, L3+	19	KS1 High Attainers >17 TT, >=18 ROL (above L2)	
	3b	21		21		
	3a	23		23	KS2 Low Attainers <25 TT, <24 ROL (below L4)	
L4+	4c	25	L4+	25		
	4b	KS2 National Average (YR6)	27	27	KS2 Middle Attainers 25-29 TT, 24 to <30 (at L4)	
	4a		29	29		
L5+	5c	31	L5+	31	KS2 High Attainers >29 TT, >=30 ROL (above L4)	
	5b	33		33		
	5a	35		35		
L6+	6c	37	L6+	37		
	6b	39		39		

KS1 = green, KS2 = blue

ROL only recognise the few levels shown above for KS1 and KS2. For example, a L4 pupil at KS1 would have a PS of 21, as this is the highest grade that is recognised by ROL at K. Further details are set out on the following page.

FFT = rank you within the bottom, middle, or top third nationally - for PA purposes

TT = Target Tracker, under target tracker more low and high entries and less in the middle, i.e. more evenly spread than ROL

Each FULL National Curriculum Level is equivalent to 6 PS. Historically the rise through KS1 is around 6 points a year, 2 points per term once you are on the KS1 curriculum. From KS1 to KS2 the average rise is 12 points, on average 3 points a year, 1 point per term. Raiseonline, don't recognise sub-levels at KS2 and at KS1 only recognise sublevels at Level 2, PS and 2 point scale scores can therefore vary. Further detail on the ROL scoring is set out on the next page. The 2 point scale is more accurate and where possible HT uses this scale in its analysis. Assessments are carried out every term throughout the school and more often in Year 2 and 6. The Baseline assessment in year 1 is carried out the week before the October half term. All assessment data is recorded on Target Tracker.

Publicly available assessment data for attainment and progress in primary school, YR1 – YR6:

- Phonics Test = end of year 1
- KS1 = key stage 1, end of year 2 (Reading, Writing, Maths)
- KS2 = key stage 2, end of year 6 (Reading, Writing, Grammar, Maths)

Levels and Points explained – Raise on Line only

Levels students can achieve:	
KS1	KS2
A/D	A/T
<L1	<L3
L1+	L3+
L2C+	L4+
L2B+	L5+
L2A+	
L3+	

At KS2, even though the DFE now publishes a performance measure based on the achievement of level 4B or above, points scores remain a crude measure with the same value allocated for sub-levels at each main level for example, the same point score – 27 is assigned for a 4C, 4B and 4A. It is only the KS1 sub levels 2C, 2B and 2A that have different scores. This will change when the new scoring method is introduced. In contrast, target Tracker attributes a different point score to each sub-level.

Key Stage 1

Levels are assigned points for use within the KS1-KS2 value added calculations.

Final Task/test level	Point score – All Subjects
4+	27
3	21
2A	17
2B	15
2C	13
1	9
Working towards level 1 (W)	3
Absent (A)	Disregard
Disapplied (D)	Disregard
Missing (M)	Disregard

Key Stage 2

Levels are assigned points to calculate average scores for KS2 indicators.

Final Test Level	Point score – All Subjects
5	33
4	27
3	21
Compensatory 2	15
Below the level assessed by the test (B)	15
Not awarded test level (N)	15
Unable to access test (T)	Disregard
Absent (A)	Disregard
Missing (M)	Disregard (or 0 in published KS2 school-level APS only)
Malpractice (Q)	Disregard
Lost/Stolen (X)	Disregard
Ineligible (Y* or Z)	Disregard
Not at end of KS2: taking subject in a future year (F)	Disregard
Now at end of KS2: grade to be found in results for previous year (P)	Disregard (or 0 in published KS2 school-level APS only if less than 3 P's)

Prior attainment band	Key stage 1 prior attainment	Key stage 2 prior attainment (fine points)
Low	Average points < 12	Average points < 24
Middle	12 <= Average points < 18	24 <= Average points < 30
High	18 <= Average points	30 <= Average points

* - Y is an internal DfES/contractor code. This should only be used in circumstances that cannot be covered by F, P or Z.

Holy Trinity Context

Target Tracker

Reviewed March '14

Year Group	No. of Pupils	+/- July 2013	1 child = %	Basic Characteristics (%)										Prior Attainment			Term of Birth (%)			Mobility (%)								
				Boys	Girls	FSM	Ever6	Not White British*	EAL	SEN	SA/SA+	St'mnt	LAC & adopted children	High KS1 >17 APS	Mid KS1 13-17 APS	Low KS1 <13 APS	Autumn	Spring	Summer	% of Pupils joined in Rec	% of Pupils joined by YR3	% of pupils joined by years 5 & 6*						
Nursery	51																											
R	58					10	10																					
1	63	3	2%	52	48	10	10	40	19	3	2	2	2					32%	37%	32%				100%	100%			
2	88	3	1%	41	59	17	18	48	35	8	8	0	0					35%	26%	39%	75%	100%	100%					
3	61	0	2%	51	49	11	15	39	20	12	8	4	0	46%	46%	8%		33%	30%	38%	79%	97%	100%					
4	54	2	2%	44	56	15	24	50	35	19	11	8	4	33%	35%	31%		37%	19%	44%	61%	94%	100%					
5	29	-1	3%	62	38	21	24	48	31	17	3	13	0	34%	34%	28%		28%	41%	31%	66%	83%	100%					
6	48	2	2%	44	56	23	31	60	31	17	13	4	0	38%	33%	29%		29%	29%	42%	56%	79%	96%					
All (N-6)	452	9	0.2%	49	51	15	19	48	28	13	7	5	1	38%	37%	24%		32%	30%	38%	65%	86%	93%					

National %s (ROL 2013)

Note: 2 children in year 1 are currently being taught in reception and 1 child is being taught in year 2

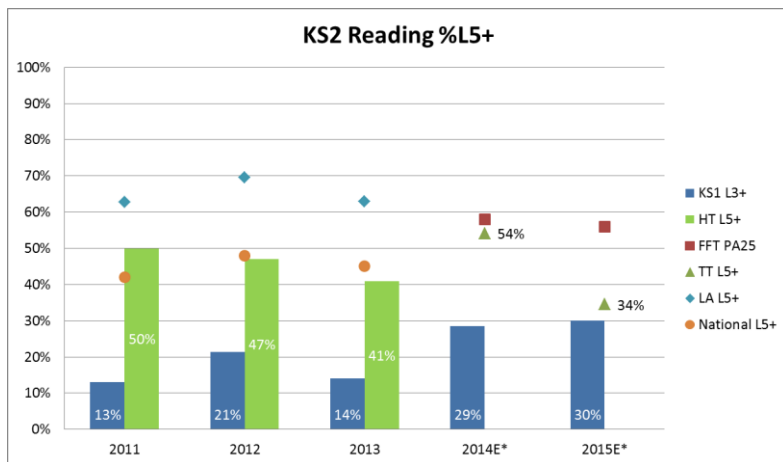
Absence*		Boys	Girls	FSM		EAL	SA	SA+	St'mnt	Asian
Holy Trinity	5.0%	5.3%	4.8%	7.6%		5.4%	7.4%	3.9%	10.4%	8.0%
National	4.4%	4.4%	4.4%	5.9%		4.8%	5.3%	5.8%	6.7%	4.7%

Source:

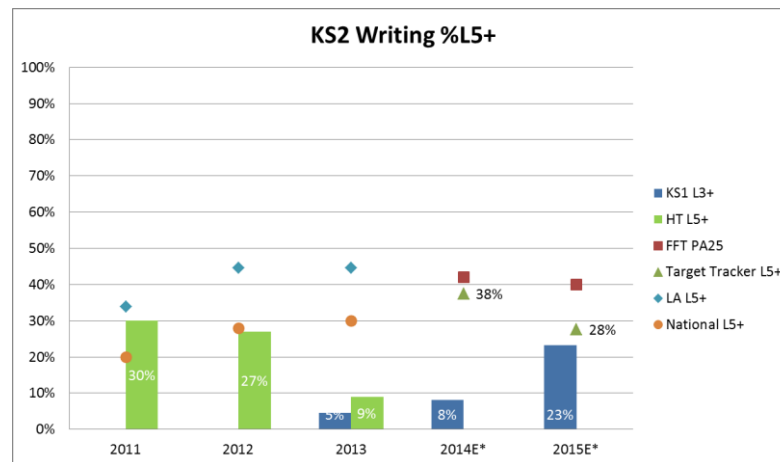
TT- Basic Characteristics

Absence information - to be updated

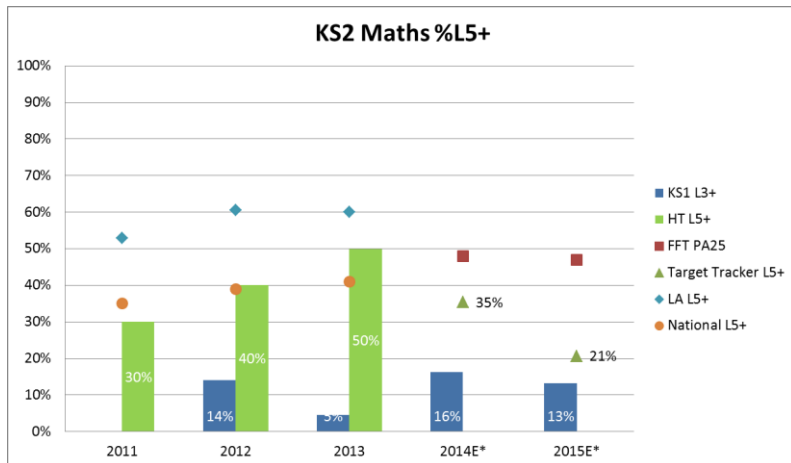
Summary Achievement Data and Targets – KS2



L4+ 2014 - 92% (TT), 91% (FFTPA25); 2015 – 86% (TT), 93% (FFT PA25)



L4+ 2014 - 88% (TT), 88% (FFTPA25); 2015 – 86% (TT), 89% (FFT PA25)



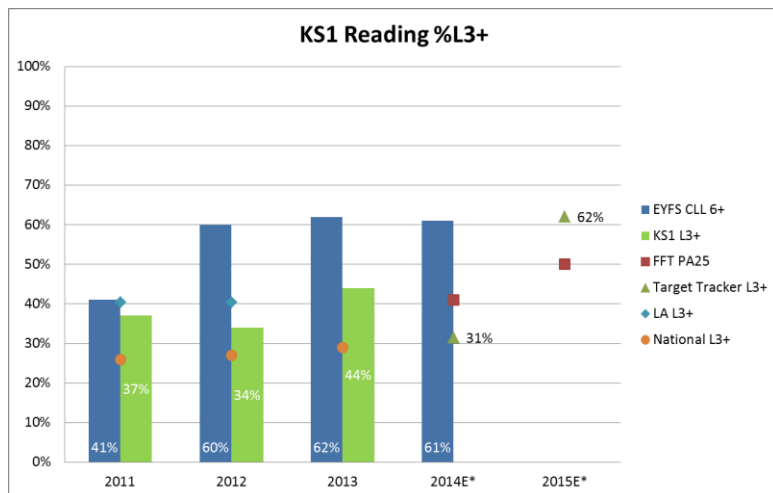
L4+ 2014 - 90% (TT), 88% (FFTPA25); 2015 – 86% (TT), 90% (FFT PA25)

School Progress Targets

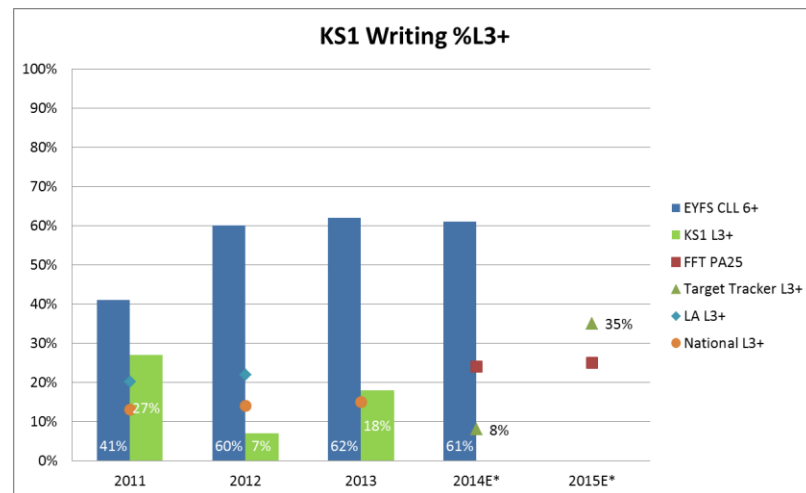
Reading , Writing and Maths

- 100% Expected progress (2 NC levels) between KS1 and KS2
- Minimum of 12 PS between KS1 and KS2

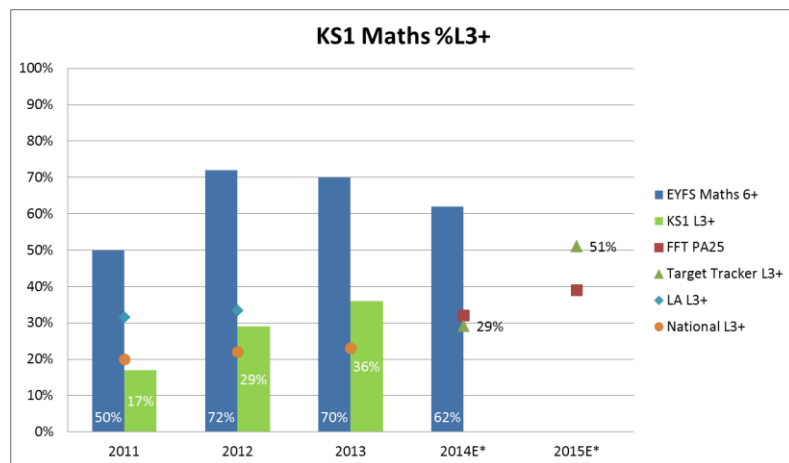
Summary Achievement Data and Targets – KS1



L2B+ 2014 - 78% (TT), 81% (FFTPA25); 2015 – 95% (TT), 95% (FFT PA25)



L2B+ 2014 - 61% (TT), 75% (FFTPA25); 2015 – 91% (TT), 89% (FFT PA25)



L2B+ 2014 - 86% (TT), 83% (FFTPA25); 2015 – 95% (TT), 94% (FFT PA25)

School Progress Targets Reading , Writing and Maths

6 PS per year, once the pupil has started
the KS1 National Curriculum

Long Term Development Plan 2008 - 2014



FANTASTIC MEMORIES TO CHERISH FOREVER ...

	2008 - 2011 Turnaround ..	2011/2012 Consolidation ..	2012/13 Climb ..	2013/14 Excel .. SDP Priorities:	
Achievement BEST THEY POSSIBLY CAN	<ul style="list-style-type: none"> 100% L4+ in KS2 SAT's → Regular Top 6 in Richmond achievement tables → ✓ Top 5% CVA 	<ul style="list-style-type: none"> Raise attainment in Maths → 100% expected progress in all subjects → 	<ul style="list-style-type: none"> Close the gap for Premium Pupils → Introduce Maths families ✓ Introduce phonics/grammar families ✓ 100% expected progress, 40% more than expected progress 	<ul style="list-style-type: none"> 100% expected progress, 40% more than expected progress → Raise standards in writing → Consolidate initiatives for premium pupils → Introduce block teaching of humanities ✓ CAT testing in year 1,3 and 4 to be arranged 	1 2 3 4 1
Quality of teaching NURTURING EVERY CHILD TO DEVELOP THEIR OWN TALENTS	<ul style="list-style-type: none"> ○ Highest quality → ✓ ○ Sports ✓ ○ Music ○ Drama 		<ul style="list-style-type: none"> ✓ CPD on recognising 'Outstanding teaching' 	<ul style="list-style-type: none"> ✓ CPD on challenge Inset on new methods for teaching writing (incl. drama focus – David Mason) → CPD Focus on support staff/TA's → Target 20% lessons as Outstanding → 	4 2 1 1
Pupils behaviour and Safety SUPPORT, KINDNESS, RESPECT, FUN, FRIENDSHIP		<ul style="list-style-type: none"> ✓ Introduction of the "Be the best you can be", by Ian Rose Sports Mentor 		<ul style="list-style-type: none"> Understanding the 5 R's – Readiness, Resilience, Resourcefulness, Responsibility, Reflection → Participation in July 'Reflection week' → 	1



































- Ongoing
- ✓ Completed

Further details on the SDP for 13/14 are set out in Appendix 1

Long Term Development Plan 2008 - 2014

-  Ongoing
-  Completed

FANTASTIC MEMORIES TO CHERISH FOREVER ...

	2008-11	2011/2012	2012/13	2013/14 - SDP
<p>Quality of leadership and management</p> <p>LEARNING AND DISCOVERY</p>	<ul style="list-style-type: none">  Full classes and waiting list  Expansion to 2FE, with new refurbished buildings  Top Tier satisfaction with parents, pupils, staff   Reputation as one of the best schools in Richmond  New kitchen, food prepared on site   Receive Outstanding Ofsted  Cutting edge ICT   High quality ECO school 	<ul style="list-style-type: none">  Strengthen Senior Leadership Team in Maths 	<ul style="list-style-type: none">  Strengthen Senior Leadership Team in Literacy  Introduce new pay structure  Improve governors understanding of data 	<ul style="list-style-type: none">  Consolidate new SLT,   July 2014 - Reflection week for whole school and all stakeholders, Governors strategy day, New Long Term Plan 2014 - 2017 
<p>SIAMS</p> <p>CHRISTIAN COMMUNITY</p>	<ul style="list-style-type: none">  Outstanding SIAS in 2010  Assessment system in place   Godly Play whole school training 	<ul style="list-style-type: none">  Accredited Godly play practitioner  Staff training in Godly play 	<ul style="list-style-type: none">  Assessment process fully embedded   Linked worship themes and whole school vision  	<ul style="list-style-type: none">  Chaplin appointed  Pupil achievement targets for RE to be agreed   Set Teachers RE targets for learning & development 

4
4

Further details on the SDP for 13/14 are set out in Appendix 1

Assessment, Attainment and Progress - whole school explained

Progress is tracked for:

Year 1: from the Base Line Assessment for KS1, carried out w/c 14 October

Years 2-6: from previous summer assessment

KS1 - no national data is published to show ,on average, how many PS children typically achieve once they have started the KS1 curriculum. Children taking the KS1 assessment in 2013 were a strong cohort. On average, they achieved 8.2 PS progress in Maths, 10.2 in reading and 9.4 in writing. We aim to target 6 PS a year, 2 per term, once the child is on the KS1 curriculum. Some children, find it beneficial to continue with the EYFS curriculum into year 1.

To achieve 2 National curriculum levels of progress from KS1 –KS2, you have to move through 2 National curriculum levels only, therefore you could move from a:

2A (17 PS) to a 4C (25 PS) = 8 PS rise or

2C (13 PS) to a 4A (29 PS) = 16 PS rise.

On average, nationally a 12 point rise is targeted from a 2B (15 PS) to a 4B (27PS). At Holy Trinity, we target AT LEAST a 12 point rise from KS1-KS2. **Our progress targets are often more ambitious than the national average, aspiring to 40% of pupils making more than expected progress.**

During the year, three assessments take place across the whole school, if required, more take place in year 2 and year 6. The table below sets out the % of pupil learning days to each of these assessment dates, so that you can make more sense of the cumulative progress data during the year.

The October assessment takes place early in the year, and often reflects some lost learning over the summer holidays. The February assessment is half way through the whole school year and is therefore more meaningful, in terms of whole school progress. The table also sets out the % of learning days to the SAT's assessment weeks. These are key for year 2 and Year 6, but as you can see, a significant proportion of the pupil learning days during the year (21%) take place after this.

Assessment W/c		Days				School Year	To SAT's	Incl. Summer
		Total	W/e	Holidays	Learning	%	%	%
03-Sep	14-Oct	41	12	0	29	15%	20%	13%
03-Sep	03-Feb	153	44	15	94	50%	64%	43%
03-Sep	12-May	251	72	31	148	79%	100%	68%
19-May	23-Jul	65	20	5	40	21%		18%
23-Jul	02-Sep	41	12	29	0			13%
		357	104	65	188	100%		100%

Whole School Attainment and Progress

Maths 2013/2014

Cohort		Prior						2013/14												
Year group	size	BLA	Years progress		KS1			Starting	Targeted	APS increase to			Target	Variance	% Pupils					
		Yr1	Aut1	1	2	Yr2	Sum2	3	4	5	APS	Progress	14-Oct	03-Feb	12-May	23-Jul	APS	3+ APS		
		% of pupil learning days to the end of term												15%	50%	% of Targ'd	79%	100%		
		% of pupil learning days to SAT's/May assessment week												20%	64%	Prg's*	100%			
R	60																			
1	63	8.1									8.1	3.2	0.0	2.1	66%		11.3			
2	88	7.4	5.1								12.5	4.7	0.2	2.8	60%		17.2			
3	61	8.5	3.9	4.3	16.7						16.7	3.8	0.6	1.6	42%		20.5			
4	54				16.3	3.1					19.4	4.2	0.2	2.2	52%		23.6			
5	29				15.2	3.4	3.1				21.7	3.9	0.3	2.3	59%		25.6			
6	48				15.3	3.0	2.4	4.3			25.0	4.6	0.7	2.6	57%		29.6			
Total	403							Average	4.1				2.3	56%						

% of Targ'd Prg's* = % of Targeted Progress to date

Reading 2013/2014

Cohort		Prior						2013/14												
Year group	size	BLA	Years progress		KS1			Starting	Targeted	APS increase to			Target	Variance	% Pupils					
		Yr1	Aut1	1	2	Yr2	Sum2	3	4	5	APS	Progress	14-Oct	03-Feb	12-May	23-Jul	APS	3+ APS		
		% of pupil learning days to the end of term												15%	50%	% of Targ'd	79%	100%		
		% of pupil learning days to SAT's/May assessment week												20%	64%	Prg's*	100%			
R	60																			
1	63	8.6									8.6	3.4	0.0	2.3	68%		12.0			
2	88	7.5	4.6								12.1	5.2	0.7	3.1	60%		17.3			
3	61	7.2	4.8	5.4	17.4						17.4	3.3	0.9	2.4	73%		20.7			
4	54				15.9	5.6					21.5	4.0	0.1	1.6	40%		25.5			
5	29				16.4	4.4	3.6				24.4	3.7	1.4	2.2	59%		28.1			
6	48				16.3	4.5	3.9	3.3			28.0	3.1	0.0	0.0	0%		31.1			
Total	403							Average	3.8				1.9	51%						

% of Targ'd Prg's* = % of Targeted Progress to date

Writing 2013/2014

Cohort		Prior						2013/14												
Year group	size	BLA	Years progress		KS1			Starting	Targeted	APS increase to			Target	Variance	% Pupils					
		Yr1	Aut1	1	2	Yr2	Sum2	3	4	5	APS	Progress	14-Oct	03-Feb	12-May	23-Jul	APS	3+ APS		
		% of pupil learning days to the end of term												15%	50%	% of Targ'd	79%	100%		
		% of pupil learning days to SAT's/May assessment week												20%	64%	Prg's*	100%			
R	60																			
1	63	7.5									7.5	3.6	0.0	2.3	64%		11.1			
2	88	6.0	5.2								11.2	4.1	0.6	2.6	63%		15.3			
3	61	6.2	4.8	4.6	15.6						15.6	3.9	0.8	2.4	62%		19.5			
4	54				13.9	3.6					17.5	4.4	0.2	2.1	48%		21.9			
5	29				15.4	2.6	3.3				21.3	4.3	1.0	2.7	63%		25.6			
6	48				14.7	4	1.5	4.4			24.6	3.7	0.0	2.4	65%		28.3			
Total	403							Average	4.0				2.4	60%						

% of Targ'd Prg's* = % of Targeted Progress to date

Greater than Holy Trinity Targeted Progress

Less than Holy Trinity Targeted Progress

Actions linked to these assessments are set out on page 16

Note: 2 children of year 1 age are currently taught in reception, 1 is taught in year 2

Assessment, Attainment and Progress - Ever6 explained

Progress is tracked for all pupil groups, including, but not limited to girls and boys, SEN and non SEN, EAL and Non EAL, our late joining pupils and our core pupils and different ethnic groups. A detailed presentation setting out this tracking is on the website. One group in particular is tracked closely, Ever6 pupils and non- Ever6 pupils. Ever6 pupils include children from families who have, at any time in the last 6 years, received certain support benefits including, Income support or Universal credit or who have an income lower than £16,190 and receive child and working tax credit.

Nationally, the non-Ever6 group outperform the Ever6 children on a consistent basis and at Holy Trinity we are committed to try and close this gap. At Holy Trinity we work hard to ensure as many eligible families as possible register. Once registered, the government pays out additional funding for the Ever6 pupils. The funding paid to Holy Trinity is set out below. This money is spent to try and advance the Ever6 pupils progress, beyond their Non-Ever6 peers, so that the attainment gap is closed. The effectiveness of this spending is closely monitored by Holy Trinity and also Ofsted. The money has been spent on a number of initiatives, summarised for 13/14, below:

Premium Pupil Grant - Reception to year 6

Census date	School year	Total No. of pupils	No. of Ever6* pupils	Holy Trinity % Ever6*	National % FSM*	LA % FSM Ever6*	Ever6 per pupil funding (£)	Total Funding (£)
Jan-14	2014/15	401	72	12.4			1300	93,600
Jan-13	2013/14	359	75	20.9	27.0	13.2	953	71,475
Jan-12	2012/13	317	69	21.8	26.8	17.4	623	42,987
Jan-11	2011/12	235	42	17.9	18.0	12.0	488	20,496

Notes:

*From January 2012 (2012/13 year) FSM's includes any pupil who has been on FSM's during the last 6 years.

Pupil Premium Grant expenditure

Financial Year	13/14
Item	£
Additional TA's (small groups or 1:1 interventions in core subjects and PSED)	48,334
Family support worker, pupil mentor/counselor	9,417
Trips/clubs allow inclusion	7,419
Brilliant Club (G&T Ever6 children)	1,920
Transport to allow inclusion	245
Summer/Easter Schools	165
Total to date	67,501

Notes:

PSED = Personal, Social and Emotional Development

G&T = Gifted and Talented

Assessment, Attainment and Progress - Ever6 explained

In 2013, we closed the gap at KS2, this year we are predicting a gap, but narrower than the national average. At KS1, we are predicting a gap broadly in line with the national average. Historically the initiatives put in place, take some time to take effect. We start interventions as early as possible, so that the Ever6 children catch up with their peers as soon as they can. This benefits, not only the child, but the whole class.

Attainment - Overall APS Score		Holy Trinity			National		
KS2 Data	% FSM	No Ever6	Ever6	Variance	No Ever6	Ever6	Variance
2014 (11/48) - Target	23%	29.9	28.0	-1.9			
2013 (6/22)	27%	29.1	29.3	0.2	29.1	26.7	-2.4
2012 (4/15)	27%	30.8	25.5	-5.3	28.9	26.6	-2.3
2011 (4/10)	40%	29.5	27.8	-1.7	27.9	25.4	-2.5
KS1 Data							
2014 (15/88) - Target	15%	17.0	14.9	-2.1			
2013 (9/59)	15%	17.7	14.6	-3.1	16.3	14.3	-2.0
2012 (13/56)	23%	16.1	14.1	-2.0	16.1	14.1	-2.0
2011 (6/30)	20%	16.0	15.7	-0.3	15.7	13.5	-2.2
Year 1 Phonics - % Passing Phonics test							
2014 (6/63) - Target APS	9%	11.5	11.3	-0.2			
2013 (21/88)	24%	78%	57%	-21%	73%	57%	-16%
2012 (7/60)	12%	60%	29%	-31%	62%	45%	-17%

On the next page, we have compared the progress of the Ever6 children with the whole school (which includes the Ever6 cohort). The variance showed is therefore slightly less than it would be if only non Ever6 children were used as the comparative group.

In most year groups the annual targeted progress of the Ever6 pupils is higher than the whole school, to allow catch up to occur. By the February assessment date, the Ever6 children had achieved virtually the same % of their targets as the whole school in Reading (49% v 51%) and Writing (59% v 60%), but had achieved a lower % of their targets in Maths (42% v 56%).

Ever6 Pupils Attainment and Progress

Ever6

Maths 2013/2014

Cohort		Year group	Year	Ever6	% Ever6
Year	Ever6				
R	58	6	10%		
1	63	6	10%		
2	88	16	18%		
3	61	9	15%		
4	54	13	24%		
5	29	7	24%		
6	48	15	31%		
Total	401	72	18%		

Annual Progress Tracker

Prior							2013/14					APS Variance					
BLA	Years progress			KS1			Starting	Targeted	APS increase to		12-May	23-Jul	Target	Ever6 - Whole school			
Yr1 Aut1	1	2	Yr2 Sum2	3	4	5	APS	Progress**	03-Feb	% of	79%	100%	APS	Starting	Target		
% of pupil learning days to the end of term									50%	% of							
% of pupil learning days to SAT's/May assessment week									64%	Targ'd	100%						
	7.3						7.3	4.0	2.0	50%			11.3	-0.8	0.0		
	6.6	4.5					11.1	5.1	2.1	41%			16.2	-1.4	-1.0		
	7.0	3.1	4.0	14.1			14.1	4.1	1.5	37%			18.2	-2.6	-2.3		
				14.7	2.7		17.4	4.3	1.7	40%			21.7	-2.0	-1.9		
				16.7	1.3	4.0	22.0	4.3	2.0	47%			26.3	0.3	0.7		
				14.5	2.8	2.6	24.0	4.5	1.9	42%			28.5	-1.0	-1.1		
						4.1	Average	4.4	1.9	43%							

% of Targ'd Prg's* = % of Targeted Progress to date

Targeted Progress** = from Sum2 to Sum 2 (except Yr 1 from Aut1)

Reading 2013/2014

Cohort		Year group	Year	Ever6	% Ever6
Year	Ever6				
R	58	6	10%		
1	63	6	10%		
2	88	16	18%		
3	61	9	15%		
4	54	13	24%		
5	29	7	24%		
6	48	15	31%		
Total	401	72	18%		

Annual Progress Tracker

Prior							2013/14					APS Variance				
BLA	Years progress			KS1			Starting	Targeted	APS increase to		12-May	23-Jul	Target	Ever6 - Whole school		
Yr1 Aut1	1	2	Yr2 Sum2	3	4	5	APS	Progress	03-Feb	% of	79%	100%	APS	Starting	Target	
% of pupil learning days to the end of term									50%	% of						
% of pupil learning days to SAT's/May assessment week									64%	Targ'd	100%					
	7.7						7.7	4.3	1.7	40%			12.0	-0.9	0.0	
	6.6	3.8					10.4	5.4	2.5	46%			15.8	-1.7	-1.5	
	6.9	4.1	5.3	16.3			16.3	3.5	2.3	66%			19.8	-1.1	-0.9	
				14.2	5.5		19.7	4.4	1.8	41%			24.1	-1.8	-1.4	
				15.4	5.3	3.0	23.7	3.3	1.7	52%			27.0	-0.7	-1.1	
				14.5	4.4	4.7	26.7	3.3	0.0	0%			30.0	-1.3	-1.1	
						3.1	Average	4.0	1.7	41%						

% of Targ'd Prg's* = % of Targeted Progress to date

Targeted Progress** = from Sum2 to Sum 2 (except Yr 1 from Aut1)

Writing 2013/2014

Cohort		Year group	Year	Ever6	% Ever6
Year	Ever6				
R	58	6	10%		
1	63	6	10%		
2	88	16	18%		
3	61	9	15%		
4	54	13	24%		
5	29	7	24%		
6	48	15	31%		
Total	401	72	18%		

Annual Progress Tracker

Prior							2013/14					APS Variance				
BLA	Years progress			KS1			Starting	Targeted	APS increase to		12-May	23-Jul	Target	Ever6 - Whole school		
Yr1 Aut1	1	2	Yr2 Sum2	3	4	5	APS	Progress	03-Feb	% of	79%	100%	APS	Starting	Target	
% of pupil learning days to the end of term									50%	% of						
% of pupil learning days to SAT's/May assessment week									64%	Targ'd	100%					
	6.9						6.9	3.4	2.4	71%			10.3	-0.6	-0.8	
	5.4	4.4					9.8	4.6	2.4	52%			14.4	-1.4	-0.9	
	5.0	4.1	4.5	13.6			13.6	4.2	2.5	60%			17.8	-2.0	-1.7	
				12.8	2.8		15.6	4.9	3.0	61%			20.5	-1.9	-1.4	
				15.0	3.7	1.3	20.0	4.0	2.3	58%			24.0	-1.3	-1.6	
				14.0	4.5	1.7	24.6	3.6	1.9	53%			28.2	0.0	-0.1	
						4.4	Average	4.1	2.4	59%						

% of Targ'd Prg's* = % of Targeted Progress to date

Targeted Progress** = from Sum2 to Sum 2 (except Yr 1 from Aut1)

PC Priority to review targets to ensure they are narrowing not widening

Actions linked to these assessments
are set out on page 16

Actions to keep on track – Mar'14 to Jul'14

50% of the way through the 'Learning Days' in the year, the following interventions are in place to ensure the rate of progress is accelerated:

- The focus on writing in the school this year, has had a positive impact amongst the progress of the whole school and the Ever6 group. PC to review the progress in maths and reading for the Ever6 children to ensure progress doesn't slow in these additional key areas. PC to review Ever6 APT's to ensure the gap with non-Ever6 children is targeted to narrow not widen (see page 15).
- Reception – Morning 'Nurture group' set up in the autumn term is continuing for a small group of pupils.
- Year 1 – CAT testing for the year group to be organised. Interventions arranged for children who need additional support in phonics.
- Year 2 – no change required – good progress being made.
- Year 3 - CAT testing for the year group to be organised, strong cohort consolidating progress from last year, maths families review.
- Year 4 - CAT testing for the year group to be organised, weakest cohort for reading and writing at KS1, 19% SEN (11% School Action/Action+, 8% statements), 35% EAL, 50% not white British. Educational Psychologist doing some work with the year group to help build self-esteem, residential bonding trip organised to Juniper Hall – all children attending, progress slow so far, various interventions being considered, Art therapist booked.
- Year 5 - Interventions in place last term continuing, 17% SEN (13% statements, 4% School Action/Action+).
- Year 6 –
 - Targeted L4 children split into 2 groups with extra interventions in the morning and afternoon, 1:1 interventions with some children
 - Homework (little and often) plan being devised including Mathematics, Grammar, etc. – booklets ordered
 - Natalie Cruz, GS and LA providing writing support/interventions on a weekly basis
 - Easter Holiday 'Study Days' running for 4 days for year 6. Open session, and expect to have ~40 children attending. PC and LA to provide teaching.
 - Review reading for girls in year6 – TT recording regression
 - 3 Saturday maths sessions from 10-12, run by Mrs Cox, started on 8.3.14 to provide additional support for children who would like it.
- Additional SEN part-time teacher taken on with experience with Dyslexia/Dyspraxia; interventions with children organised, provide 'reminder' CPD for staff on 'Dyslexia/Dyspraxia friendly' classrooms etc.
- TA/Support staff CPD and Training re:
 - Higher order questioning and challenge
 - Extension of subject knowledge
 - How to extend pupils

“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 to be the **BEST THEY POSSIBLY CAN**. Children learn within a **CHRISTIAN COMMUNITY**, surrounded by **SUPPORT, KINDNESS, RESPECT AND FUN**; and will leave with **FANTASTIC MEMORIES TO CHERISH FOREVER.**”

The school puts the needs of its learners at the heart of every decision it takes

INTRODUCTION TO THE SCHOOL DEVELOPMENT PLAN (SDP)

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. The overall responsibility for the SDP is with the Governing Body who approves the plan annually, the Headteacher 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

Personnel responsible

- | | |
|--|-----------------------|
| 1 To ensure good or better rates of progress for all children across the school with a particular focus on writing | Head teacher |
| 2 To raise standards of attainment in writing , with particular focus on achievement of level 3+ at KS1 and level 5+ at KS2 | Literacy co-ordinator |
| 3 To ensure that attainment gaps for all children eligible for the pupil premium are closed , with particular focus at KS1 | Head teacher |
| 4 To ensure that there are opportunities for challenge in all areas of the curriculum | Head Teacher |

Appendix 1

School Development Plan 13/14

PRIORITY No 1 - To ensure at least good rates of progress for all children across the school with a particular focus on writing

CONTEXT

School has currently very strong progress rates and aspires to ensure that pupil progress rates are outstanding

PRIORITY LEADER - Head teacher

TIMELINE - Sept '13 – July '14

Budget - £10k over two years

GB – Curriculum committee

OBJECTIVE	SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING EVIDENCE
To ensure at least good rates of progress for all children, with particular focus on writing	100% of pupils make 2 national curriculum levels of progress between KS1 and KS2 in English and Maths. In year data to show that the majority of pupils make 4 points of progress each academic year in KS2 and 2 pts per term in KS1.	To improve quality of teaching through staff training and peer accountability. To use the 5 R's to further improve the behaviours for learning demonstrated by the children To ensure that attendance rates are increasing to achieve 96% attendance Inset from Andy Hind (Sept '13) on rigorous teaching. Inset on "challenge", ICT and maths held during the autumn term. Progress weeks carried out by SLT. Inset on the 5R's. Parents' information session on the 5R's. Information sessions on progression in calculations for parents Close work with the EWO to support families in achieving good rates of attendance for their children January 2014 lower attaining Yr6 group in maths split into two groups to ensure more focus. Easter study sessions planned Morning interventions started for particular children.	Key monitoring times in Sept, Feb and May.	94% (compare May target of 88%) of year 6 pupils on target for writing level 4 – Feb '14 92% (compare May target of 92%) of year 6 pupils on target for reading level 4+ – Feb '14 73% (compare May target of 90%) of year 6 pupils on target for level 4- Feb '14 Average points progress to date = 12 (ie 2 NC levels) 93% of year 2 pupils on target for a writing level 2+ – Feb '14 96% of year 2 pupils on target for a reading level 2+ – Feb '14 97% of year 2 pupils on target for a maths level 2+ – Feb '14

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 to maintain what has been achieved or in some cases where the school needs to move onto next)*

Appendix 1

School Development Plan 13/14

PRIORITY No2 - To raise standards of attainment in writing with particular focus on achievement of level 3+ at KS1 and level 5+ at KS2

CONTEXT –

Attainment in writing is the school’s weakest area, particularly at the higher levels; ie level 3+ at year 2 and level 5+ at year 6

PRIORITY LEADER– Literacy co-ordinator

TIMELINE Sept `14– May `14

Budget £5k on resources over two years. £3k on writing CPD £2k on other CPD

GB Curriculum Committee to monitor progress towards objective

OBJECTIVE	SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING EVIDENCE
<p>To research and find a school that has had outstanding achievement in progress and attainment in writing to get a bank of tried and proven strategies to put into place at Holy Trinity to achieve higher achievement in writing at Holy Trinity</p>	<p>Visit achieved and strategies put in place. These to be monitored and evaluated and adjusted as necessary.</p>	<p>Identify and visit outstanding school to speak to the Literacy Co-ordinator Spend day with consultant to review current practice at HT Organise staff training to raise staff subject knowledge and skill level Inform parents about how to support their children with raising attainment in writing Speak with children about what helps them to improve their writing Review impact at key assessment times, Feb and May. Appraisal system to highlight approaches to achieve this objective</p> <p>Autumn term: Leadership team identified Barnes Primary School as the school with which to work. Literacy co-ordinator visit. Day of consultancy in autumn term to identify weaknesses at HT and inform action plan. Year 2 trial revised way of planning writing and monitor impact, feeding back to SLT throughout. Teacher inset on guided writing. Writing interventions for Year 6 by deputy head and literacy governor Inset throughout term for teachers on improving quality of teaching. Active encouragement of peer support and accountability. Inset with Andy Hind in September focussing on rigorous teaching and learning. Continue with regular monitoring of standards through progress weeks.</p> <p>Spring term: Inset on Jan 6th to share new planning format for writing with all teachers. Provide teachers with planning time. Author in on Jan 7th to provide additional inspiration to children. Hold parent information session on raising attainment in writing 29 Jan</p>	<p>End of Autumn I</p> <p>Begun Autumn II</p>	<p>94% of year 6 pupils on target for writing level 4+ – Feb `14</p> <p>24% of year 6 pupils already achieving level 5+ in writing– Feb `14 (May target of 38%)</p> <p>93% of year 2 pupils on target for a writing level 2+ – Feb `14</p> <p>20% of year 2 pupils currently achieving level 2a + in writing– Feb `14 (compare 18% level 3+ May 2013)</p>

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 has to move onto next)*

Appendix 1

School Development Plan 13/14

PRIORITY No 3 - To ensure that all children eligible for the pupil premium make at least good progress in order to close any attainment gaps, particularly at KS1

CONTEXT – closing the gap for pupil premium children

PRIORITY LEADER – Head teacher

TIMELINE – July '13 – July 14

Budget PPG

GB – Curriculum committee/Aim High (special committee set up for this purpose)

OBJECTIVE	SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING EVIDENCE
To ensure that all pupils eligible for the pupil premium make at least good progress to close any attainment gaps, with particular focus at KS1	PPpupils achieve in line with their non PP peers	<p>Identification and tracking of PP pupils. To implement interventions where necessary and allocate PP funding accordingly.</p> <p>Summer '13: 4 days of summer school offered to selected Year 5 pupils during summer holidays.</p> <p>Autumn '13: Additional literacy and numeracy tasks given to year PP pupils in current year 3. Free homework club available to pupils. Additional afternoon sessions available to identified pupils in reception. Nurture group set up for identified reception pupils.</p> <p>Attendance of pupils carefully monitored and letters sent/meetings held as necessary.</p> <p>Addition home learning over the Christmas holiday to children FSM children in Year 3</p> <p>Feb '14 - See actions for maths plus small group work for identified PP pupils in Yr 6.</p>	Key monitoring times in Sept, Feb and May	<p>Yr6 Pupils who have already main two NC levels of progress by Feb '14</p> <p>8/11 in reading</p> <p>6/11 in writing</p> <p>5/11 in maths</p> <p>End of KS1 predictions show 93.3% of PP pupils are on target to get level 2+ in reading; 86.7% in writing and 100% in maths. This is above the national average</p> <p>End of KS2 predictions show PP pupils are predicted to achieve 90.9% level 4+ in English compared to non PP pupils 91.9%. In maths the figure is 72.7% compare 73%</p>

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)*

PRIORITY No 4 - To ensure that there are opportunities for challenge in all areas of the curriculum

CONTEXT Lessons observations last year showed that there could be more challenge in some lessons

PRIORITY LEADER Head teacher

TIMELINE Oct '13 – July '14

Budget £3K CPD

GB -Curriculum committee

OBJECTIVE	SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING EVIDENCE
All lessons have opportunities for challenge	<p>All lessons to have opportunities for challenge for pupils</p> <p>To pupils to make increased progress and achieve more highly</p> <p>To have a higher percentage of observed lessons rated as outstanding (from current 10% to 20% by end of 2014)</p>	<p>Training for all teaching staff including TA's</p> <p>Peer monitoring of teaching skill development</p> <p>Appraisal system to highlight key actions to improve effectiveness of teaching</p> <p>Inset from Andy Hind (Sept '13) on rigorous teaching. Inset on "challenge", ICT and maths held during the autumn term.</p> <p>Progress weeks carried out by SLT.</p> <p>Introduce new 'block teaching' for humanities to ensure challenge</p> <p>Update all staff and pupil targets for RE</p>	End of Summer term	<p>All observed lessons at least good</p> <p>Feb data shows that Yr 6 level 5+ currently at; Maths 32% (May target 35%) Reading 40% (May target 54%) Writing 24% (May target 38%)</p>

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)*

A – ACHIEVEMENT “BEST THEY POSSIBLY CAN” School Self Assessed Grade - GOOD

Issue/Action taken

- Strengthening school leadership team:-appointed new maths co-ordinator September 2011 and new literacy co-ordinator September 2012. Investment in full time Inclusion manager. Rigorous governance
- Introduction of attainment targeted maths teaching in September 2011 (known as “maths families”)
- High quality training for staff focussing on improving quality of learning
- Investment in high quality teaching and learning resources: £5,500 over two years for literacy, £4500 over two years for maths.
- Accountability of all staff; strong leadership at all levels. Progress focussed staff appraisal targets
- High aspirations shared by whole school. Dedicated PP committee; best value use of PP money, tracking PP pupils
- Rigorous use of assessment data to be able to target interventions; investment in “Target Tracker”
- APT’s (accelerated progress targets) ensure that pupils stay on strong progress trajectory
- Robust use of success criteria, pupil targets and self-assessment

Impact/Evidence at end of KS2 2013

Value Added: -value added measure in maths, science and English, average of 101.2 over 3 yrs. 2011-2013

Progress Data:-in 2012 and 2013 progress for all groups achieved sig+ (RaiseOnline). A high % of pupils achieved more than the expected rate of progress compared to the national;
Reading 42% (sch) 20% (nat) Maths 55% (sch) 31% (nat)

Pupil Premium Pupils:-in 2013 100% pupil premium pupils made two NC levels of progress, 50% made more than expected progress in reading (38% non PP pupils), 50% more than expected progress in maths (57% non PP pupils) 17% more than expected progress in writing (15% non PP pupils)

SEN Pupils:-in 2013 the school out-performed the national. This was particularly the case for pupils with statements (20% of the cohort);
Reading 67% (sch) 47% (nat) Maths 100% (sch) 47% (nat) Writing 100% (sch) 51% (nat)

Pupil Voice:- pupils comment that they enjoy school and that the adults help them to learn and make progress. Their lessons fun and interesting

SDP Objective 1, 2 & 3 for action 2013/14

Continue all initiatives above plus raise standards in writing at KS2 -writing at KS2 was the school’s weakest area; achievement and progress were below the national in 2013. VA=99.8% 16% made more than expected progress, compare national 30%

See SDP for details of current actions and impact

A – ACHIEVEMENT “**BEST THEY POSSIBLY CAN**” School Self Assessed Grade - GOOD

Issue/Action taken

- Rigorous leadership; appointment of new KS1 co-ordinator September 2012
- Local authority moderation events attended
- From 2012 established a clear progression of skills for phonics and grammar Phonics lessons observed and additional training given as required
- Children began full time education in Reception from autumn half term '12 compared with January in previous years
- From September 2013 use of PP money to provide targeted support for specific Reception pupils in the autumn 1st half term afternoons.
- From autumn 2nd half term 2013 nurture group established for group of reception children
- Head teacher and EYFS co-ordinator are moderators for the borough

Impact/Evidence at end of KS1

Achievement:- upward trend since 2009 -2013 results were significantly higher than the national:

Reading: 2B+ 95% (sch) 79% (nat) , L3+ 44% (sch) 29% (nat)
 Writing: 2B+ 71% (sch) 67% (nat) , L3+ 22% (sch) 15% (nat)
 Maths: 2B+ 90% (sch) 78% (nat) , L3+ 36% (sch) 23% (nat)

Impact/Evidence Yr 1 and 2

Yr 1 phonics test – 2013 73% (sch) pass, 69% (nat)

Yr 2 retake test – 2013 96% (sch) pass, 69% (nat)

Impact/Evidence at end of Early Years Foundation Stage

Highest average point score in Richmond for year 2012/13

Excellent outcomes in all areas

B – QUALITY OF TEACHING “NURTURING EVERY CHILD TO DEVELOP THEIR OWN TALENTS ”

School Self Assessed Grade - GOOD

Issue/Action

- Rigorous focus on quality of teaching through school’s “progress weeks” (monitoring of impact of teaching through tracking progress, sampling pupils’ work, discussion with pupils and learning walks)
- Developing highly professional working relationship between teachers; teachers provide peer support and challenge to continually strive to improve the quality of their teaching (Andy Hinds inset on Sept ’13)
- CPD led by subject co-ordinators focussing on further improving subject knowledge High quality training for staff focussing on improving quality of learning
- Investment in high quality teaching and learning resources: £5,500 over two years for literacy, £4500 over two years for maths. APT’s (accelerated progress targets) ensure that pupils stay on strong progress trajectory
- Robust use of success criteria, pupil targets and self-assessment
- Clear and challenging appraisal targets

Impact/Evidence

- All observed teaching at least good
- Achievement and progress across the school were significantly above the national standards, summer 2013 (exception of KS2 writing 2013 – now progress and attainment in writing is better than the national throughout the school)
- Two NQT’s recruited Sept ’13. Both being very well supported, trained and externally monitored, both judged as “good”
- School received an “outstanding” judgement in its last Church School Inspection (2010)

SDP Objective 1-4 for action 2013/14

To raise number of outstanding lessons to 20% of observed lessons

C – PUPILS BEHAVIOUR AND SAFETY “**SUPPORT, KINDNESS, RESPECT, FUN, FRIENDSHIP**”

School Self Assessed Grade - **OUTSTANDING**

Issue/Action

- All children have completed e safety training. On-line safety training for parents provided by school in January 2014
- The school carries out annual child protection training for staff and governors (January 2014). The head teacher has been a member of the Local Safeguarding Children Board in Richmond for three years. The head teacher and deputy head teacher have up to date training enhanced child protection training
- Robust monitoring of all relevant data by governors (detentions and fixed term exclusions etc). School analyses and responds to incident logs of behaviour and accidents, to support children’s progress. Regular health and safety monitoring and fire practices carried out and scrutinised by governors
- School has an excellent record of keeping pupils safe over time; risk assessments always carried out
- Very high expectations of behaviour are laid out clearly and used consistently through the school’s “Behaviour Charter”. Rewards are consistently used and pupils’ achievements both in and out of school are recognised in the weekly “Celebration Assembly”
- The single central record is maintained and monitored, DVS checks are made on all members of staff, volunteers and supply staff
- Citizenship training for Yr6, cycle proficiency training Yr 6,,Safe walking training in yr 3, swimming throughout KS2 school council (junior and infant), junior safety officers, head’s award.
- Effective interagency work supports vulnerable children. School employs child support worker 2 days a week
- School is ambitious for the SMSCP (social, moral, spiritual, cultural *and physical*) education of pupils; special committee formed to ensure the highest standards in this area
- Community Cohesion Committee ensures that the school serves its community excellently including charity donations

SDP Objective 1-4 for action 2013/14

- to further enhance the children’s behaviour for learning by embedding the 5R’s . See SDP for details

Impact/Evidence

Learning:-No observed lessons have been disrupted by poor behaviour. Children make at least good progress. Children in the enhanced provision for pupils with EBSED make at least good progress

Pupil Voice:-Children say that other children are kind “you always have a friend at Holy Trinity”, children help each other to learn. “We feel safe with the adults in school.”

Exclusions:- some fixed term exclusions for two of our pupils with EBSED. These have been used in a measured way as part of a plan of intervention for the children, they are never used without reference to CAMHS and family support workers. There have been no exclusions for children in the main part of the school

Safety:- children will prepared to keep themselves safe

Health:- children have access to high quality school meals and enriched opportunities for high quality physical education. Children’s mental health supported very well by in house support worker. School has outstanding rated travel plan, silver school food matters accreditation

Charity donations:- school donates over £1k to charities a year

Attendance:- 96% up to Christmas ‘13

Extra –curricular clubs:-over 260 attendances at after school clubs each week. School offers a breakfast and afterschool club to support working families

D – QUALITY OF LEADERSHIP AND MANAGEMENT “**LEARNING AND DISCOVERY**”

School Self Assessed Grade - **OUTSTANDING**

Issue/Action

- Clear and ambitious leadership at all levels in the school; subject co-ordinators have authority over the programmes of study taught in the school and monitor their subjects, control their budgets, feedback regularly to subject governors and report to full governing body meetings and lead training
- Robust challenge and benchmarking is provided by an external consultant commissioned by the leadership team
- Challenge and benchmarking for appraisal of the head teacher and advice on improving the quality of learning is commissioned by the school from the local authority
- Leadership team actively seek best practice to learn from, i.e. Ravensbrook Primary for maths and Barnes Primary for writing. School is currently working with an author to support the highest standards in writing
- Maths co-ordinator part of regional maths challenge group
- Highly effective governance of school. Governors’ actions are strategic, well informed, and aspirational; they bring about improved outcomes for pupils
- Highly effective pupil leadership through the school council, (infant and junior), junior safety officers, involvement with the design of the school, recruitment of staff, leading assemblies. Pupils
- Highly effective parental leadership
- Excellent financial management of the school

Impact/Evidence

- Well above national levels of achievement and progress throughout the school (with the exception of writing at KS2 2013)
- Curriculum revised and improved
- Results in writing throughout the school now well above national (spring ’14)
- Governors setting the strategic direction of the school through strategic day in July ’14. Excellent financial management of school has allowed for appropriate investment in resources, including all weather pitch, driving up of improvement in sport and improving playtimes, focussing support for PP pupils. Application made for GovernorMark in Feb ’14
- £18k raised by Parent/teacher association in autumn term ’13
- Safety improvements to pedestrian crossing led by parents
- Children have organised their own lunchtime clubs and assemblies

E – OVERALL EFFECTIVENESS OF THE SCHOOL “**LEARNING AND DISCOVERY**”

School Self Assessed Grade – GOOD with OUTSTANDING FEATURES

Issue/Action

- To ensure that all our practice is excellent and that it consistently reflects the highest aspirations for all is pupils
- To ensure that the school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social, and cultural development and their physical well- being enables them to thrive in a supportive, highly cohesive learning community

Impact/Evidence

- Outstanding progress and attainment in all areas in 2013, with the exception of KS2 writing (current in house monitoring shows rapid and sustained improvement in this area).
- Achievement is rapidly improving