



Holy Trinity School Development Plan 2017-18

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: 2017 KS1 data To ensure that Maths at GD % is in line with Reading and Writing GD. KS2 To ensure that writing at GD at is in line with similar schools. KS2 To ensure that science results are in line with maths results. **Still have a difference in this target – currently projecting 38% in maths and 50% in reading. The GD in maths is more difficult to achieve than in reading**

PRIORITY LEADER: Penny Cox (HT)

TIMELINE: Sept '17 – July '18

BUDGET: £5000 CPD budget

GB: Teaching and learning committee

OBJECTIVE		SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING EVIDENCE	OUTCOMES
	2018 KS1 targets	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 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. Eg Chris Byrne visit. Inset training on maths and science. 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. To continue to develop staff expertise and experience through outreach to other schools and settings. Visits completed to Wyndham, Marshgate, Sheen MountW Good induction processes and ensuring evaluation cycle picks up any issues as soon as possible. Monitoring activities of new SIP to be focussed on quality of teaching and learning.	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 '17 TA and LSA appraisal targets to be set by end of October '17.	CPD programme at the beginning of each term. Teachers' appraisal/lesson obs documents TA and LSA appraisal targets Pupil voice through subject reviews and pupil questionnaires 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 Governor monitoring documents.	See Governor subject reviews for pupil voice. Spring '18 SIP invited to the T and L committee and he included a write up in his Spring term report. Spring '18 Staff targets set in the autumn and then reviewed throughout the year. Our NQTs are strong and are passing their external observations (spring '18)
maths	88% Ex/37%GD 93% and 38%					
reading	88%Ex/50%GD 90% and 50%					
writing	82%Ex/17%GD					
M,R+W	82% /15% GD					
science	89% 92%					
EY GLD – 76 % Current – 80%						
	2018 KS2 targets	Support NQTs to ensure that they are as effective as possible as quickly as possible.				
Maths	85%Ex/33% GD					
Reading	94%Ex/ 45% GD					
Writing	86%Ex/29%GD 85% Ex/19%					
M,R+W	77%Ex/19% GD					
science	95% 96.5%					

Phonics yr 1- 78% Phonic yr 2 – 100% (5ch) Attendance target 96.5% 96.2%		Challenge maths groups for GD Challenge for all. Mastery opportunities, Shanhai Maths			
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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 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>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>Consider teachers being able to come in later after parent teacher meetings. Consider giving verbal feedback and not marking all work. Reduce number of statements on TT that teachers have to evaluate. Piloting and rolling out new marking approaches.s</p> <p>We have given over time on one of the inset days and during a couple of staff mtgs to general preparation and marking.</p> <p>Time has been given in lieu to year 6 teachers who have written references for pupils.</p> <p>The updating of the IT infrastructure has improved the smooth running of the school.</p>	Autumn 1	<p>Evaluation cycle (particularly book looks, lesson observations, learning walks and pupil voice).</p> <p>Feedback from teachers through appraisal conversations and end of year questionnaires</p> <p>Have reduced number of statements on TT.(spring '18).</p> <p>Leadership team continue to be as flexible as possible with staff, without compromising standards. We have discussed this at SLT and feedback from teachers is that work life balance good except in Years 5 and 6 where the marking burden is higher. Year 5 are currently trialling a new marking method to see if this will have an impact without affecting the quality of the children's learning.</p>	

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

CONTEXT To maintain the improvements made over the last year to the school's communication links with parents and between groups of staff in order to further support children's learning and progress. This will essentially be carried out through the Phase leader structure disseminating information.

PRIORITY LEADER: Lucy Ashby (DHT)	TIMELINE: Sept '17 –July '18	Budget: £1000	GB: T+L + PP&C Committee
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OBJECTIVE	SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING	OUTCOME
<p>To ensure the school website is kept up to date with key information.</p> <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 supported in developing their leadership skills.</p> <p>For Penny to hold a communication meeting with parents each term.</p>	<p>Website is up to date with key information.</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>L.A. to meet with Simon Klee and Jenny Howe to make a plan for keeping the upkeep of the website information update.</p> <p>For phase leaders to take a very active role in communicating with their teams.</p> <p>To provide training where necessary/desired. MZ has completed a leadership course. PC and LA have attended the Heads' and Deputies' conferences.</p>	<p>Updates to be made on an up-going basis</p>	<p>LA/JH/CB/ SLT</p> <p>Phase leaders have weekly meetings with their teams.</p> <p>M2 leadership course offered to all</p> <p>SLT have annual Leadership Day.</p>	<p>Website has been updated.</p>

PRIORITY No 3 Excellent use of space

<p>CONTEXT: school is now full after the redevelopment to 2 forms of entry. We also have an additional class which is currently in Year 6. The school aspires to have a multi-use learning/community space. The school to produce a plan for utilizing the space that will be released at the end of this academic year. We need to ensure that we using our existing space to the maximum benefit for the children's learning.</p>
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PRIORITY LEADER: Penny Cox

TIMELINE: Sept '17 –July '18

Budget: £100

GB –Resources committee

OBJECTIVE	SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING	OUTCOMES
<p>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.</p>					
<p>A "Prayer Space" to be created by and for the children (plan to be detailed by the faith group)</p> <p>To provide a shaded area for the infant children</p> <p>To provide external space for the Chaplain</p>	<p>To maintain an outstanding in a midway inspection.</p>	<p>implementation plan.</p> <p>AO is researching and getting quotes. Grant has been gained from National Schools Charity</p> <p>"</p>	<p>By September 18</p>	<p>Prayer Space training and Prayer Space was very successfully implemented in the Spring term.</p> <p>SIAMs evaluation document has been seen by the Governors.</p>	<p>Prayer Space took place w/c 5th March. Pupil feedback very positive about the benefits of having time to think and reflect. March '18</p>

PRIORITY No 4 Excellent citizens of tomorrow

PRIORITY LEADER: Lucy Ashby

TIMELINE: Sept '17 –July '18

Budget:

GB – T + L & PPC committee

OBJECTIVE	SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING	OUTCOMES
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<p>For children to have the opportunity to develop their understanding and respect for other religions through links and evolving conversations through the RE curriculum.</p>	<p>Evidence of children having experienced links with other faiths and developing their understanding and respect as a result.</p>	<p>Through the RE curriculum for children to meet people of other faiths to develop an understanding and respect for their beliefs and way of life.</p> <p>Year 6 having lunch with Age Uk</p> <p>Worship group designing an assembly on interfaith friendships to be delivered to the whole school in the summer term.</p>	<p>Throughout the year, to have been achieved by the end of the academic year.</p>	<p>Through the schemes of work and planning.</p> <p>To be monitored by Jenny Trought.</p>	<p>Worship group have planned and delivered two assemblies. They also planned and delivered part of the Easter service.</p> <p>Visits to other places of worship.</p>
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