



# Holy Trinity School Development Plan 2018-19

## VALUES

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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

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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:** The % of pupils who achieved GD in writing was below our FFT (Fischer Family Trust) target. We wish to be in line with our FFT projections for top 5% of schools.

**PRIORITY LEADER:** Penny Cox (HT)

**TIMELINE:** Sept '18 – July '19

**BUDGET:** £5000 CPD budget

**GB:** Teaching and learning committee

OBJECTIVE		SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING EVIDENCE	OUTCOMES
	2019 KS1 targets	Respective key stage targets/EYFS/phonics to be <b>at least</b> achieved.  Teaching and learning to show higher level of cognitive demand, involving mental processing beyond recall. Demonstrated through lesson observations.  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, W+")  Support new staff to ensure that they are as effective as possible as quickly as possible. Through induction, planning together, CPD opportunities.  Focus on phonics at years 1 and 2.	<b>Year 6 making some adaptations to curriculum. Will revisit targets in Spring '19</b>  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. Inset on greater depth writing and maths mastery. Regular cycle of evaluation and monitoring in place and adhered to actions subsequently taken.  Targets to be set using the FFT top 20% of schools targets and monitored through termly pupil progress meetings.  Good induction processes and ensuring evaluation cycle picks up any issues as soon as possible.  Monitoring activities of new SDP to be focussed on quality of teaching and learning at greater depth.	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 '18  TA and LSA appraisal targets to be set by end of October '18.	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  To be reported to governors through the minutes of the T&L 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.	Sept '18 Teacher appraisal mtgs held and targets agreed.  Oct'18 Assessments completed and recorded on IT. Parent/teacher meetings held.  Pupil progress mtgs held between teachers and their line managers.  Nov '18 – lesson observation have shown addition support required. This has been put in place by line manager. There will be a review by the end of Nov '18  7.11.18 – SLT carried out a review of maths book. Feedback given to teachers. Books are good evidence that the curriculum is being followed and taught appropriately. Good level of challenge. Evident.  Autumn internal progress monitoring shows good progress in year 2-5 (can't be measured in year 1 as this is the start of the NC). Slower progress moving into Year 6.  Autumn SIP visit had focus on SEND – governor reports completed for SEND, Music, EYFS and English. These have been shared with governors.
maths	55% Ex/37% GD (92%Ex+)					
reading	45% Ex/ 32% GD (85%Ex+)					
writing	55% Ex/23% GD (85% Ex+)					
M,R+W	74% Ex+ / 18% GD					
science	97% Ex					
	2019 KS2 targets					
Maths	74% Ex/ 29%GD					
Reading	71% Ex/ 39%GD					
Writing	68%/20%GD					
M,R+W	61%Ex/8%GD					
science	95%					
EY GLD	80%					
Phonics	Yr 1 93% Yr 2 62% (8/13)					
Attendance	96.5%					

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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>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>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 '19).</p>	<p>Autumn data shows that Year 3 and 4 are making faster progress than Year 5 and 6 from summer to Autumn 1.</p>

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 '18 –July '19

**Budget:** £1000

**GB:** T+L + PP&C Committee

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>Penny to have a breakfast mtg with staff twice a half term for an informal chat and opportunity for questions.</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>For phase leaders to take a very active role in communicating with their teams through weekly phase meetings and on-going daily communication.</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>SLT have annual Leadership Day.</p>	<p>Autumn '18 – website being updated on an ongoing basis.</p> <p>One member of SLT attending a series of coaching skills training.</p> <p>3/10/18 – Penny held communication evening for parents</p> <p>Half termly meetings with the staff team "breakfast with Penny" 3 held so far. Approx. 10 staff attend, most of whom are TAs and LSAs .</p> <p>Deputy head had a day 7.12.18 to work on updating the website</p>

## PRIORITY No 3 Excellent use of space

**CONTEXT:** school is now full after the redevelopment to 2 forms of entry. To develop the "hub" into a flexible space for use for teaching science and other subjects. Each Class has been timetabled lesson.

**PRIORITY LEADER:** Penny Cox

**TIMELINE:** Sept '18 –July '19

**Budget:** £1000

**GB** –Resources committee

OBJECTIVE	SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING	OUTCOMES
<p>"Prayer Space" to be run again this year.</p> <p>To establish a dedicated space for the Chaplain to be able to work.</p> <p>Continue to use grounds for Forest School.</p>	<p>A "prayer space" to be organised and its impact measured.</p>	<p>Discussed at the Faith Group mtgs. Action plan to put together by the group but led by the Chaplain and Head teacher.</p> <p>For an outside office to be ordered and then installed</p>	<p>By end of academic year</p> <p>By the end of the academic year</p>		<p>Weekly Forest schools being held for classes – PTA have agreed to fund this.</p> <p>Faith group have met and agreed Prayer Space week for w/c 25<sup>th</sup> March</p> <p>Science Hub has been established in the demountable classroom.</p> <p>Chaplain has been appointed.</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:** Penny Cox and the SLT

**TIMELINE:** Sept '18 –July '19

**Budget:**

**GB** – T + L & PPC committee

OBJECTIVE	SUCCESS CRITERIA	KEY ACTIONS	DEADLINE	MONITORING	OUTCOMES
<p>Recruit new chaplain</p> <p>New SDBE RE schemes of worship to be in place throughout the school</p> <p>Eco action plan to achieve Eco accreditation</p> <p>Continue to support Age UK and look for other opportunities for service</p> <p>Continue to promote the HT award and other leadership opportunities (JLT, ILT, Junior Safety Officers and Pupil Parliament)</p>	<p>New schemes of work to be being used consistently</p>	<p>Staff to be informed</p>	<p>By Christmas</p>		<p>Worship group are planning assemblies.</p> <p>New Chaplin recruited – will be in post from 30/11/18</p> <p>Age UK visits have restarted Nov '18</p> <p>One of our children has been elected to the position of Deputy Mayor for Richmond's Pupil Parliament.</p> <p>New RE schemes of work are in place (some are complicated to teach so teachers are adjusting them).</p> <p>Puoil from Year 6 elected as Deputy Mayor</p>

