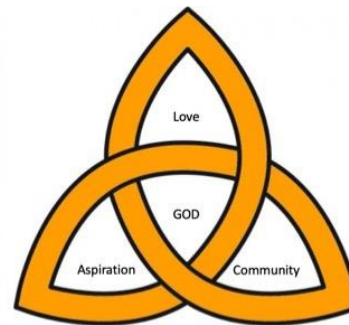


## Holy Trinity School Development Plan 2019-20

'Love learning, love one another, love God.'



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 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. Underpinning 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 inspections, our own monitoring programme or other forms of school review.

### **Leadership and Management**

- To work together as a community to produce our Mission, Vision and Values and the next Five Year Vision to ensure that the school has an aspirational focus on the future.
- To investigate the opportunity of introducing a 30 hour provision to our nursery.
- To successfully reapply for the Primary Science Quality Mark resulting in excellent provision and outcomes in science.
- To continue to up-skill Subject Leaders, through appraisal, training and opportunity to drive the continued rise in standards in their subject areas and our overall curriculum to support our self evaluation in relation to Ofsted criteria as outstanding.
- To work towards achieving an 'excellent' judgement in SIAMS.

### **Quality of Education**

- To monitor the effectiveness of the new support staff role (Assistant Teachers) and make any necessary adjustments and address any training needs identified.
- Ongoing focus on writing throughout school to support GD writing outcomes at the end of EYFS, Year 2 and Year 6.
- To continue to embed and develop the schools teaching for mastery approach in maths.
- To continue to adapt and review the organisation of the Reception Classes so they reflect the needs of all the pupils.
- Ensure that the curriculum is coherently sequenced and planned for progression of skills and knowledge throughout school to align with outstanding Ofsted criteria.

### **Personal Development**

- To continue to strengthen the role of the Christian ethos of the school in supporting the personal development of the pupils. and staff.
- To embed the process of planning the specific teaching of 'British Values'.
- To continue to work closely with parents to provide them with the skills they need to help their children.

- To ensure the PSHE curriculum is fit for purpose and ensure it complies with the new statutory guidance for RSE.

### Behaviour and Attitudes

- To introduce the 'Zones of Regulation' to the whole school to ensure that pupils experience a consistent approach.
- To develop school ecological principles and practices to enable school to achieve an ECO award.
- To enable children to understand the Christian ethos and values of the school and to understand the impact of their behaviour on others.

### Leadership and Management

Intention/Vision		Implementation/Provision		Impact
Objective	Success Criteria	Actions(by whom/cost)	Deadline	Outcomes/Evidence <i>Autumn 1 Update</i>
To work together as a community to produce our Mission, Vision and Values and the next Five Year Vision to ensure that the school has an aspirational focus on the future.	Five Year Vision will be launched in January 2020.	<i>SLT Staff Governors Parents</i>	End Autumn Term 2019	Meeting for Governors and SLT took place 20 <sup>th</sup> November. Staff, parents and pupils contributions were gathered. MM, JL and AB worked Vision/Mission statements. Vision and values launched at start of Spring 1. Five year plan to be considered by SLT/Chair of Gobs at start of Spring 1.
To investigate the opportunity of introducing a 30 hour provision to our nursery.	30 hour offer will be available to parents from January 2020 plus lunchtime provision.	<i>HT/Zoe Neal/Hannah Lockey April Owens/Louise Prendergast External support – Anita Board</i> Lunchtime offer to be introduced	Autumn Term 2019	Offer has been taken up by some current parents. Staffing, lunch provision and curriculum adjustments were made ready for January start. Positive start.
To successfully reapply for the Primary Science Quality Mark resulting in excellent	'Gilt' PSQM will be achieved whilst working towards 'Outreach' level in 3 years time.	-New assessment procedures to be introduced and used across school. -Science Week (9-13 March)	May 2020 (submission)	School has signed up and paid. What good science teaching and learning looks like has been discussed with all stakeholders. Vision for

provision and outcomes in science.	Embedded quality science teaching across school.	-Science trip/visitor for each class/year. <i>Mandie/Nayyer</i> (See Science & PSQM Action Plans)		science established and weekly science updates from Mandie. Science vision established in consultation with staff and children. Mandie Lambert and Nayyer Ahmed attended LA science inset and is gathering evidence of science provision for submission.
To continue to up-skill Subject Leaders, through appraisal, training and opportunity to drive the continued rise in standards in their subject areas and our overall curriculum to support our self evaluation in relation to Ofsted criteria as outstanding.	Subject leaders will be confident and articulate about the positive impact of their actions.	-Review curriculum content and progression of skills -LA to support SLs with updating & implementing new planning -Upskill subject leaders -Monitoring -Leaders working in collaboration -CPD <i>SLT/Subject leaders.</i>	Autumn  Spring  Summer	Long term plans have been reviewed. Lucy Ashby led staff meeting on curriculum and vocabulary and has created word banks for each year group. LA has reviewed curriculum content and progression across the curriculum (following training into 'Deep Dives' in Foundation Subjects). LA to lead CPD for all staff and begin implementation of changes.  Curriculum changes to be rolled out in all subjects/year groups.
To work towards achieving an 'excellent' judgement in SIAMS.	Excellent SIAMS outcome.	Review vision and values All stakeholders to have an awareness of SIAMS SEF. <i>HT/Jenny Trought/Chaplain/Govs</i>	Autumn term	SIAMS SEF shared with Governors. AB provided FGB and teachers with a summary document. Vision and Values completed and ready to share to enable all stakeholders to articulate them more clearly.

Quality of Education									
Intention/Vision					Implementation/Provision			Impact	
Objective					Success Criteria	Actions(by whom/cost)		Deadline	Outcomes/Evidence <i>Autumn 2 Update</i>
<b>KS2 Tgts</b>	<b>EXS</b>	<b>GD</b>	<b>EX S+</b>	<b>FFT 20/5 EX S+</b>	All targets to be achieved as a minimum.	Set targets using aspiring for FFT top 5% of schools. Monitor through termly pupil progress meetings to take into account EAL/SEN/PPG/attendance etc	Autumn 1 and ongoing	Termly pupil progress meetings	Targets have been reviewed (January) and are aspirational – using FFT top 5% target setting tool and teacher knowledge and assessment.
R	36%	58%	94%	85/90					
W	61%	25%	86%	88/91					
M	41%	44%	85%	91/95					
RWM	34%	25%	59%	81/86					
GPS	29%	58%	87%						
Sc	90%		90%						
<b>KS1 Tgts</b>	<b>EXS</b>	<b>GD</b>	<b>EXS +</b>	<b>FFT 20/5 EXS +</b>	Intervention folders to be organised an updated in all classes/year groups.	Autumn 1		PPG and SIP reviews confirmed effectiveness of intervention folders/interventions in Reception.	
R	45%	30%	75%	90/93					
Learning walk carried out with SIP 11 <sup>th</sup> November with AT's a focus. PPG reviewer also monitored use of some additional adults.									

W	55%	18%	73%	86/ 90	Newly created Assistant teacher roles will be effective, having a positive impact on pupil engagement and outcomes.	Monitor the effectiveness of the new support staff role (Assistant Teachers) and make any necessary adjustments and address any training needs identified. (Learning walks and SIP involvement).	Autumn 2	AT appraisals have enabled ATs to identify areas for development and training needs.						
M	52%	25%	77%	90/ 93										
RWM	48%	14%	62%	83/ 87										
Sc	88%													
<table border="1"> <tr> <th colspan="2">Phonics Target</th> </tr> <tr> <td>Y1</td> <td>Y2</td> </tr> <tr> <td>81%</td> <td>47%</td> </tr> </table>					Phonics Target		Y1	Y2	81%	47%				
Phonics Target														
Y1	Y2													
81%	47%													
<table border="1"> <tr> <th>GLD Target</th> <td>81%</td> </tr> </table>					GLD Target	81%								
GLD Target	81%													
Ongoing focus on writing throughout school will support GD writing outcomes at the end of EYFS, Year 2 and Year 6.					Whole school training to introduce the “tiering - up” vocabulary project and monitor its effectiveness. <i>(English Action Plans)</i> Whole school training on handwriting. Whole school training on Phonics. <i>Laura Griffiths (See Action Plan)</i>		Impact of inset to be monitored through book looks by SLT.  PPG review suggest reviewing Reading Journals – SLT to review Jan 2020.  Designated PPG teacher (HG) doing extra vocabulary sessions with KS2 pupils.  Y5 GDS intervention group to be run by Hampton School in Spring Term.  Workshop took place 6 <sup>th</sup> November.							
Monitor the effectiveness of implementing the Proof Reading and Editing policy.														

		<p>Parental engagement to be facilitated through workshops.</p> <p>Author visits</p> <p>Writing moderation with other and within school.</p> <p>Termly monitoring of GDS writers across the year groups by English/phase leaders. Continue to adapt and review the organisation of the Reception Continue to adapt and review the organisation of the reception classes so that they reflect the needs of all the pupils and improve writing outcomes through an enhanced focus on handwriting.</p>	<p>-Autumn 1- Phonics/mat hs for EYFS and KS1 -RSE – Spring 1 KS2 English /Maths - Spr 2</p> <p>World Book day KS1 – September</p> <p>TBC</p> <p>ZN on training – Oct 2019.</p>	<p>Author has been booked with follow up writing workshops.</p> <p>Internal moderation with SLT and previous year 6 teachers.</p> <p>EYFS lead attended Anna Ephgrave training (as missed during maternity leave) and has applied and embedded principles as appropriate in Reception.</p> <p>EYFS lead attended cross borough moderation with Kingston schools – Writing and PSED.</p>
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	<p>Teaching through the mastery approach in maths will be embedded across school.</p>	<p>SL's (Lee Reynolds/Anna Lane) to continue to participate in the second year of the Maths mastery Teacher Research focus group (TRG)</p> <ul style="list-style-type: none"> <li>-To review and update the schools calculation policy to represent a mastery approach to teaching and learning</li> <li>- To implement and monitor immediate and other interventions in all year groups</li> <li>-To continue to support the maths mastery approach in EYFS</li> <li>- To ensure equality of opportunity for all in the learning of maths and ensuring any gaps in learning for our PPG children and girls is lessened.</li> </ul>	<p>Ongoing</p>	<p>EYFS lead to attend Mastery course. TRG has met at HT to plan priorities for the coming year. LR delivered gallery Tfm lesson.</p> <p>Maths book look – Autumn 2</p> <p>SL's attended TRG at Hampton Juniors. Staff meeting held to review school's policy on 4 operations and to review school's calculation policy in alignment with Tfm.</p> <p>LR delivered Tfm lesson to teachers from Archdeacon Cambridge and HT Y5 teacher.</p> <p>LR delivered presentation to KS1 parents re Tfm in maths to support embedding at home.</p> <p>LR met with Mr Dan Evans (Asst. Director, Maths &amp; Science Curriculum, DfE) to discuss and feedback on HT's implementation and embedding of maths mastery curriculum.</p>
	<p>Reception Classes provision reflects the needs of all the pupils leading to good outcomes.</p>	<p>EYFS lead to access training by Anna Ephgrave.</p> <p>Following baseline assessments, ensure provision and</p>		<p>EYFS lead attended training in Bristol. Team have reflected on elements that work for HT and embedded them. Following baseline assessments, interventions have been taking place</p>



		interventions support the needs of the children.		<p>and are constantly reviewed and updated.</p> <p>There is a focus on improving writing outcomes to increase GLD. PPG and SIP reviews noted effectiveness of Reception interventions.</p> <p>EYFS lead is in the process of meeting with subject leads/writing progression frameworks for all subject leads to support them in understanding progress from Nursery to Reception in preparation for KS1/National Curriculum</p>
Ensure that the curriculum is coherently sequenced and planned for progression of skills and knowledge throughout school to align with outstanding Ofsted criteria.(See also Leadership & Management section.)	Curriculum leaders can accurately evaluate, and communicate, the intent, implementation and impact of their areas of responsibilities so that the school can self-evaluate the Quality of Education as outstanding	See Leadership & Management – Subject Leaders.	End Spring 2	<p>See Leadership &amp; Management – Subject Leaders.</p> <p>See above for EYFS lead actions.</p>

Personal Development				
Intention/Vision		Implementation/Provision		Impact
Objective	Success Criteria	Actions (by whom/cost)	Deadline	Outcomes/Evidence <i>Autumn 2 Update</i>
To continue to strengthen the role of the Christian ethos of the school in supporting the personal development of the pupils.	'Excellent' outcome in SIAMS	<p>Complete SIAMS SEF making a case for excellent.</p> <p>Review vision and values so all stakeholders can articulate them.</p> <p>Ensure children can articulate the Vision and Values and recognise how putting them into practise can impact on our school environment. (AB/all staff)</p>	By Spring 2020	<p>Jenny T completed work on SIAMS SEF following meetings with various stakeholders/contributors. Work being done on Vision and Values to enable all stakeholders to articulate them more clearly and recognise the impact of a clear vision and values. Will be introduced January 2020.</p> <p>KS2 PPG children visited National Gallery to an art workshop 'Christian Messengers'. Also looking at bible stories as part of their comprehension interventions.</p>
To embed the process of planning the specific teaching of 'British Values'.	Evidence that British Values are planned for, taught and understood.	<p>Identify where BV's are in/could be included in the curriculum or be taught explicitly.</p> <p>Provide opportunities for children take up leadership positions/roles.</p> <p>Monitor against diocesan guidelines</p>		<p>British Values opportunities in the curriculum are recorded on SMSC tracker tool. Picture News (Assembly Resource) used in class worship to cover BVs.</p> <p>JLT, Eco team and Worship team in place.</p>
To continue to work closely with parents to provide them with the skills they need to help their children.	<p>Positive parental feedback in end of year parent survey.</p> <p>Positive pupil outcomes.</p>	<p>Parent workshops</p> <p>PTA</p> <p>Maths videos on website</p>	Ongoing	<p>Parent workshop 6<sup>th</sup> November for EYFS/KS1.</p> <p>Newsletter provides links to external support.</p>

		Newsletter		<p>Maths workshop for KS2 being planned for Spring.</p> <p>EAL parent coffee morning to be run by PTA every first Friday of the month.</p>
<p>To ensure the PSHE curriculum is fit for purpose and ensure it complies with the new statutory guidance for RSE.</p>	<p>RSE curriculum complies with statutory guidance.</p> <p>PSHE curriculum is fit for purpose.</p>	<p>RSE training/planning.</p> <p>Review PSHE curric.</p>	<p>By Summer 2 but preparation ongoing.</p>	<p>Shadow PSHE lead attended RSE training.</p> <p>PSHE lead returned from maternity leave in January. Used a Keeping in Touch day to work on PSHE curriculum and RSE policies.</p> <p>New PSHE resources have been ordered (Jigsaw)</p> <p>Parent workshops planned for first week after February half term.</p>

<b>Behaviour and Attitudes</b>				
<b>Intention/Vision</b>		<b>Implementation/Provision</b>		<b>Impact</b>
<b>Objective</b>	<b>Success Criteria</b>	<b>Actions(by whom/cost)</b>	<b>Deadline</b>	<b>Outcomes/Evidence <i>Autumn 2 Update</i></b>
Attendance Target 97.5%	Ensure parents are aware of the impact of absence on progress and attainment	Reception parents meeting. Newsletter Celebration assembly. EWO involvement for persistent absentees.	Ongoing.	Attendance a weekly feature in newsletter /celebration assembly. Attendance letters sent to all parents at the end of term. EWO visited Autumn 1 and 2. Referral made to school nurse. Low attendance at the end of Autumn 2 resulted in overall attendance of 96%
To introduce the 'Zones of Regulation' to the whole school to ensure that pupils experience a consistent approach.	Children use 'zones' strategies to self-regulate their behaviour.	Training – inset September 2019  Monitoring & Evaluation	Autumn  Ongoing	Staff and pupils have a common/shared language to discuss feelings and have strategies to help themselves. Revisited in Jan 2020. Pupil voice planned to review impact.
To develop school ecological principles and practices to enable school to achieve an ECO award.	Silver ECO award is gained.	See Environmental Action plan. Rob Aylward - Eco Reps (Y3-6) - Recycling - Growing vegetables Include a strand in the 5 year plan linked to Diocesan and Church of England targets.	Summer 2020	AB met with parents keen to support this. They have subsequently met with Mandie Lambert. Eco team are now in post. AB meeting with borough schools coordinator and has signed up to STARS TfL accreditation programme.
To enable children to understand the Christian ethos and values of the school and to understand the impact of their behaviour on others.	Children and staff can articulate and demonstrate the impact of ethos and values on behaviour.	Collective worship themes Class worship Easter 'Prayer Space'	Spring 2020 and ongoing	Tom Rutter (Chaplain) has set up a CW rota covering key themes. AB follows up the challenges offered in Monday CW and Lydia Palmer plans the weekly class worship for all teachers on the same theme.

				Renewed vision and values to be launched January 2020 and behaviour policy to be underpinned by school values.
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