Holy Trinity School Development Plan 2018-19

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:** 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

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<tr>
<th>OBJECTIVE</th>
<th>SUCCESS CRITERIA</th>
<th>KEY ACTIONS</th>
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<th>OUTCOMES</th>
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<tr>
<td><strong>EY GLD</strong></td>
<td>80%</td>
<td>Year 6 making some adaptations to curriculum. Will revisit targets in Spring ’19.</td>
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<td>CPD programme devised at the beginning of each term to reflect the needs of the staff.</td>
<td>Sept ’18 Teacher appraisal mtgs held and targets agreed.</td>
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<td><strong>Phonics</strong></td>
<td>Yr 1 93%, Yr 2 82% (8/13)</td>
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<td>Oct ’18 Assessments completed and recorded on IT.</td>
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<td><strong>Attendance</strong></td>
<td>94.5%</td>
<td>Support new staff to ensure they are as effective as possible.</td>
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<td>Parent/teacher meetings held.</td>
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**Monitoring Evidence:**
- 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 governors each term via the head teacher’s report and teacher and learning committee.
- Governor monitoring documents.

**Outcomes:**
- 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 NCT). 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.
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<td>To ensure that progress through years 3 and 4 is at the same rate as years 5 and 6.</td>
<td>That progress by the end of the year in Years 4 and 3 is at the same rate as years 5 and 6.</td>
<td></td>
<td></td>
<td>Evaluation cycle (particularly book looks, lesson observations, learning walks and pupil voice). Feedback from teachers through appraisal conversations and end of year questionnaires. Have reduced number of statements on TT (spring '19).</td>
<td>Autumn data shows that Year 3 and 4 are making faster progress than Year 5 and 6 from summer to Autumn 1.</td>
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**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.

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<td>To ensure the school website is kept up to date with key information.</td>
<td>Website is up to date with key information. That staff know what is happening and that this isn’t raised as an issue in the end of the year</td>
<td>For phase leaders to take a very active role in communicating with their teams through weekly phase meetings and on-going daily communication. SLT to feel skilled and confident to manage communication within their key stage and within the leadership team. For parents to have had the opportunity to attend a communication mtg with head teacher each term.</td>
<td>Updates to be made on an ongoing basis</td>
<td>LA/JH/CB/ SLT</td>
<td>Autumn ’18 – website being updated on an ongoing basis. One member of SLT attending a series of coaching skills training. 3/10/18 – Penny held communication evening for parents. 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 . Deputy head had a day 7.12.18 to work on updating the website.</td>
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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.

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<td>“Prayer Space” to be run again this year.</td>
<td>A “prayer space” to be organised and its impact measured.</td>
<td>Discussed at the Faith Group mtgs. Action plan to put together by the group but led by the Chaplain and Head teacher. For an outside office to be ordered and then installed</td>
<td>By end of academic year</td>
<td></td>
<td>Weekly Forest schools being held for classes – PTA have agreed to fund this. Faith group have met and agreed Prayer Space week for w/c 25th March Science Hub has been established in the demountable classroom. Chaplain has been appointed.</td>
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<td>To establish a dedicated space for the Chaplain to be able to work.</td>
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<td>Continue to use grounds for Forest School.</td>
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**PRIORITY LEADER:** Penny Cox  
**TIMELINE:** Sept ’18 – July ’19  
**Budget:** £1000  
**GB – Resources committee**
**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

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