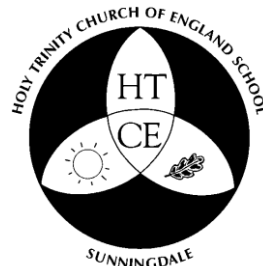


HOLY TRINITY CE PRIMARY SCHOOL

School Development Plan

April 2018- 2019



Believe. Achieve. Inspire.

Holy Trinity CE Primary School

Believe. Achieve. Inspire.

TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Summer 1 2018	ASSESSMENT FOR LEARNING: Train staff in AfL. Implement new assessment system. DISADVANTAGED and SEND: How can we best support and raise attainment across the school? INVESTORS IN PUPILS AWARD ACHIEVED PSHE Launch Life bus and scheme of work (SCARF & Growth Mind Set) BROAD AND BALANCED CURRICULUM DEVELOPMENT	Writing: To continue to focus on the learning and teaching of writing so it improves across the school, particularly for our middle attainers. Impact will show quality and quantity of writing in all books will be of a high standard, matched to ARE and deep learning evidenced. Data will show middle attainers make at least good progress.
Term 2 Summer 2 2018		Humanities (History and Geography): To review topic themes across the school and develop resources/ideas/knowledge and skill progression so pupil's strengthen their learning. Impact will show skills, knowledge and outcomes to be in line with other core subjects, there is evidence of deep learning and progression within the year group and across the school.
Term 3 Autumn 1 2018		EYFS: To continue to improve the EYFS outdoor classroom and the grounds surrounding it. Impact will show pupils engage in free flow learning and make progress in independent learning and at least good progress in the ELGs.
Term 4 Autumn 2 2018		Maths: To explore and implement deep learning and introduce ways of challenging pupils through questioning, reasoning and problem solving. Impact will show a high percentage of pupils will achieve the ARE and above national to exceed ARE at the end of year. There will be evidence of pupils working at greater depth.
Term 5 Spring 1 2019		SEND: To continue to meet children's needs through high quality provision and specific support needs. Impact will show specific support programmes meet the needs of learners and they will make at least good progress in their learning. The new SENCO will be effective and build positive relationships with the LA, SEN network, parents, pupils and staff.
Term 6 Spring 2 2019		Sport and PE: To improve provision and healthy outcomes for learners. To work towards achieving 'school games silver award.' Impact will show that pupils engage in a variety of extra-curricular physical activity and we achieve criteria for school games silver award.

Whole School Development Priorities 2018-2019

INTENTION GOVERNORS' PRIORITIES	IMPLEMENTATION SCHOOL DEVELOPMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Effectiveness of Leadership and Management	Finance: To provide for specific groups of learners who attract additional funding and monitor the impact. To seek creative ways of generating additional funds for the benefit of the school community. Co-Headship: To support and challenge the co-headship model and the Heads and hold them to account through performance management.	• The school is optimising its value for money for all learners. • The school can generate additional income which benefits the school community and the leadership model. • The co-headship is successful and school leadership is effective and strong.
Quality of teaching, learning and assessment (developing an excellent broad and balanced curriculum)	Writing: To continue to focus on the learning and teaching of writing so it improves across the school, particularly for our middle attainers. Humanities (History and Geography): To review topic themes across the school and develop resources/ideas/knowledge and skill progression so pupil's strengthen their learning. Maths: To explore and implement strategies for deep learning and ways of challenging pupils through questioning, reasoning and problem solving. AfL: To review and improve the assessment toolkit and develop staff to better understand assessment, data and the assessment systems.	• Impact will show quality and quantity of writing in all books will be of a high standard, matched to ARE and deep learning evidenced. Data will show middle attainers make at least good progress. • Impact will show skills, knowledge and outcomes to be in line with other core subjects, there is evidence of deep learning and progression within the year group and across the school. • Impact will show a high percentage of pupils will achieve the ARE and above national to exceed ARE at the end of year. There will be evidence of pupils working at greater depth. • Staff understand and use assessment. They are confident to assess pupils work in all subjects.
Personal development, behaviour and welfare	SEND: To continue to meet the needs of SEND learners through high quality provision and specific support needs. PSHE: To develop a consistent and sustainable programme of teaching, learning and assessment. HUB: To continue to develop the pastoral hub as a support base for vulnerable learners and their families.	• Impact will show specific support programmes meet the needs of learners and they will make at least good progress in their learning. • The new SENCO will be effective and build positive relationships with the LA, SEN network, parents, pupils and staff. • There will be a consistent approach to PSHE to meet the needs of all learners. • The pastoral hub will be effective and support vulnerable learners.
Outcomes for learners	Sport and PE: To improve provision and healthy outcomes for learners. To work towards achieving 'school games silver award.' Engagement and Involvement: To improve pupil involvement in school life and work towards achieving the Investors in Pupils' award.	• Impact will show that pupils engage in a variety of extra-curricular physical activity and we achieve criteria for school games silver award. • Impact will show that pupil voice is evident and we achieve the investors in pupils' award.
EYFS (outdoor learning)	EYFS: To continue to improve the EYFS outdoor classroom and the grounds surrounding it. To continue to support preschools in close proximity to the school in the prime areas of learning and in forest school learning.	• Impact will show pupils engage in free flow learning and make progress with their independent learning and make at least good progress in the ELGs. • Children will transition into EYFS ready for their next phase of learning. • EYFS staff will know the children and assess they are better prepared for learning. • GLD will be above national and LA figures.
Community	Church: To strengthen relationships between the church and school so the ethos and excellent learning opportunities continue. Spiritual Garden: To develop the use of the spiritual garden so it becomes a harmonious and reflective space for all learners.	• The school maintains an excellent Christian distinctiveness to support all learners. • The spiritual garden is a peaceful and reflective space for the learning community.

INTENTION				
GOVERNORS' PRIORITIES: Effectiveness of Leadership and Management				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Finance: To provide for specific groups of learners who attract additional funding and monitor the impact.	- Identify SEND (high needs) learners, those who attract pupil premium funding and vulnerable learners - Review individual needs and barriers to learning - Sort training for staff to fill gaps in provision - Work with external agencies and signpost parents to workshops - Liaise with families to identify other circumstances and need - Explore the learners relationship with school and peers with a view to encouraging engagement and responsibility - Provide support to move learning forward and provide opportunity and new learning experiences - Purchase resources to meet needs of learners - Monitor learning and attendance - Continue with growth mind set and emotional intelligence for learning	POB	The additional funding will support needs of learners (resources, training, adult support, assessments and part of Ed Psych/SENCO costs).	The school is optimising its value for money for all learners.
Finance: To seek creative ways of generating additional funds for the benefit of the school community.	- Liaise with the Diocese and the RBWM to promote our school leaders with the intention to support schools or aid in training. - Research ideas in house that promote creative savings and reduce costs. - Seek to promote the school within the community and resource it so it can be used to generate income. - Broaden opportunities in other boroughs	POB		The school will generate additional income which benefits the school community and the leadership model.
Co-Headship: To support and challenge the co-headship model and the Heads and hold them to account through performance management.	- Governors to appraise Heads by agreeing relevant and SMART targets and monitor performance throughout the year. - Governors to support/challenge and hold Headteachers to account over school performance and SDP implementation and impact. - Heads to communicate effectively and efficiently to strengthen partnership and decision making. - Heads to keep the school community informed about responsibilities and roles.	POB & JG		The co-headship is successful and school leadership is effective and strong.

INTENTION GOVERNORS' PRIORITIES: Quality of teaching, learning and assessment (developing an excellent broad and balanced curriculum)				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Writing: To continue to focus on the learning and teaching of writing so it improves across the school, particularly for our middle attainers.	- Review phonics and spelling in KS1 and EYFS so they are in line with NC ARE. - Training for staff where gaps are identified in phonics and SP&G. - Monitoring of teaching and learning shows specific groups are taught effectively in phonics and SP&G. - Identify best practice for teaching reading including guided reading - Non negotiables for writing agreed across all year groups and are effective in focused teaching and learning. - Data tracking analysed and gaps identified in classes and across specific groups of pupils. - Teacher high expectations in writing is evidenced in books and are of a high standard within the cluster of schools	SH - HUGG	Reading and writing materials. Online learning – PTA funded. Staff training. £2,400	- Impact will show quality and quantity of writing in all books will be of a high standard, matched to ARE and deep learning evidenced. Data will show middle attainers make at least good progress. - Classes will exceed year group ARE in reading, writing and SP&G from the previous year percentages. All English attainment will be above national.
Humanities (History and Geography): To review topic themes across the school and develop resources/ ideas/ knowledge and skill progression so pupils strengthen their learning.	- History and geography curriculum content demonstrates coverage and incorporates practical and engaging activities. - Staff are supported with their curriculum and can produce a chronological objective document in history and geography – no gaps in the NC is assured. - Resources match learning and teaching needs so pupils learn skills, knowledge and have a growing chronological awareness of history events and geography themes. - The school demonstrates examples of history learning and chronological timelines of events. - The school demonstrates cross curricular links and practical skill development	EN – HUGGS (x2)	Resources in class and central resources Staff training £1,500	- Impact will show skills, knowledge and outcomes to be in line with other core subjects, there is evidence of deep learning and progression within the year group and across the school. - Both History and geography have a high profile and show links with other subjects. - The history and geography curriculum is broad and balanced
Maths: To explore and implement strategies for deep learning and ways of challenging pupils through questioning, reasoning	- All teachers demonstrate discrete teaching of problem solving and / or investigative lessons each week. - Differentiated challenges support pupils learning steps to success and challenge more able.	MW - HUGG	Online Learning – PTA funded Staff training	Impact will show a high percentage (at least 80%) of pupils will achieve the ARE and above national to exceed ARE at

and problem solving.	- Mathletics online tasks are reset for those who are not meeting. This repetition allows for rehearsal at greater depth. - Pupils learn specific objectives before moving on so repetition supports and embeds new learning. - Calculation policy in place. - Intervention and catch up demonstrates improvement in learning for specific groups of pupils. - Barriers identified and action put in place to diminish them – learning is visible. - Data supports progress and attainment is being made, gaps identified and plugged.		Resource needs	the end of year. There will be evidence of pupils working at greater depth.
EYFS: To improve the outdoor classroom and area surrounding it so it fulfils EYFS requirements.	- Staff have clear ideas how the EYFS outdoor area should look and what needs to be present - Resources audited and needs match to environment and learning opportunities - The EYFS is organised and effective for quick set up and access to additional resources - Zones are shared with pupils and they are aware of independent and adult led learning areas. - Staff are trained in systems and setting up to match learning needs – they take responsibility for their actions	ST - HUGG	Sheds Storage containers Time out – cover	- Outdoor provision will demonstrate regular free flow for learning so pupils make progress in all aspects of their learning. - Learning will be broad and balanced to develop knowledge, skills and application.
AfL: To review and improve the assessment toolkit and develop staff to better understand assessment, data and the assessment systems	- Update assessment and data criteria on DE Tracker - Review class profiles, identify needs and share with staff – staff aware of their class profile and pupil needs - Seek to improve assessment system for the future - Work with cluster and other LA schools on assessment systems and programmes - Staff familiar with expectations of data requirements and deadlines	JG	£200 DE upgrade Cost for new system will fall under next budget when costs are clearer	- Staff understand and use assessment. They are confident to assess pupils work in all subjects. - Staff use assessment and data criteria to continually raise standards in learning and teaching

INTENTION				
GOVERNORS' PRIORITIES: Personal development, behaviour and welfare				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
SEND: To continue to meet the needs of SEND learners through high quality provision and specific support needs.	• Vulnerable, SEND and high needs learners identified and support in place • Review individual needs and barriers to learning so transition pages are clear for Sept 2018 • Sort training for staff to fill gaps in provision • Work with external agencies and signpost parents to workshops • Liaise with families to identify other circumstances and need • Explore the learners relationship with school and peers with a view to encouraging engagement and responsibility • Provide support to move learning forward and provide opportunity and new learning experiences • Purchase resources to meet needs of learners • Monitor learning and attendance • Continue with growth mind set and emotional intelligence for learning • Support staff and update staff in provision mapping, IEPs etc so a productive and simplified system is in place	FF SENCO HUGG	Training & Increased SENCO hrs.	• Impact will show specific support programmes meet the needs of learners and they will make at least good progress in their learning. • The new SENCO will be effective and build positive relationships with the LA, SEN network, parents, pupils and staff.
PSHE: To develop a consistent and sustainable programme of teaching, learning and assessment.	• Bring in the Life Bus to launch SCARF programme (safety, caring, achievement, resilience and friendship) for staff, parents and pupils. • Share programme of study and coverage per year group – link to curriculum topics and collective worship themes. • Monitor implementation and review quality of provision • Resources to seek and purchase to meet curriculum	JG & EN	Life bus & resources £950.00 Curriculum resources £450.00	• There will be a consistent approach to PSHE to meet the needs of all learners.
HUB: To continue to develop the pastoral hub as a support base for vulnerable learners and their families.	• Review launch and first year impact on pupils and families • Assess next steps and set as targets for continued development • Implement a programme to measure outcomes (emotional and social) • Set up circle of friends • Provide training to staff around need • Set up closer working systems with SENCO and families •	POB & AT	SENCO and PP part funding £10,000 Resources £500	• The pastoral hub will be effective and support vulnerable learners.

INTENTION GOVERNORS' PRIORITIES: Outcomes for learners				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
SPORT AND PE: To work towards achieving 'school games silver award.'	- Review criteria for silver award and Gold and set tone for achievement - Plug gaps to meet expectations for award - Implement on-going competitions and training - Work with sporting companies to increase provision and opportunity - Review sport premium spending and ensure value for money - Minibus training for staff to support teams and transport to and from venues - Develop intra school competition - Work with cluster of schools to improve external competition and friendly matches - Broaden access to sporting activities - Encourage sports ambassadors to meet and be involved in decision making of games, sports and skill development	SH	Sports premium budget will cover pupils, cost for coaching with staff, resources etc	The school achieves criteria for school games silver award.
Investors in Pupils Award: Engagement and Involvement: To improve pupil involvement in school life and work towards achieving the Investors in Pupils' award.	- All stakeholders aware of criteria for achieving IIP - Pupils, staff and governors support implementation of IIP criteria - School is community and inclusive - Pupils develop a growing knowledge of school information such as finances, roles of staff, governance, visual representation, links in the community etc. - Pupils express their ideas and opinions about their school and future developments	JG	£250 assessment fee Resources £200	Impact will show that pupil voice is evident and we achieve the investors in pupils' award.

INTENTION GOVERNORS' PRIORITIES: Community				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Church: To strengthen relationships between the church and school so the ethos and excellent learning opportunities continue.	• Clergy invited into school for worship and other events • Joint community events shared and supported by school and church • Classes invited to church to learn about Christianity • School invited to church for services and events • School and church seen as a partnership by pupils and their families	POB & JG	Nil	• The school maintains an excellent Christian distinctiveness to support all learners.
Spiritual Garden: To develop the use of the spiritual garden so it becomes a harmonious and reflective space for all learners.	• H & S considerations decided with staff and pupils and in place during build • Risk assessments in place and shared with staff / workers • Planting enhances area • Pupils involved in decision making of planting and use of space • Monitoring and observations demonstrate pupils are using the area effectively as a quiet, reflective zone.	JG	£15,000 Money generated by other means for planning, materials and labour costs.	• The spiritual garden is a peaceful and reflective space for the learning community.