

Holy Trinity CE Primary School



Believe. Achieve. Inspire.

Governor and School Community SDIP priorities 2016-2017

GOVERNORS' PRIORITIES	SCHOOL KEY OBJECTIVES	EXPECTED OUTCOMES & SUCCESS CRITERIA
Improving (Ofsted assessments) Pupil Outcomes	Maths: To raise attainment across the school through 'Talk for number' and achieve results above national expectation Reading: To strengthen comprehension skills, and EYFS phonics Writing: To raise attainment in writing across all books to show clear evidence of progress Science: To demonstrate ownership of learning through practical and engaging child led investigations and discovery AfL: To raise attainment through high quality marking, feedback and data analysis Computing: To develop confidence in computing so there is good learning and teaching across the school	Maths EOY data will show classes make at least good progress from their start points. The bridge between maths and other core subjects will close and maths will be above national expectation. Low achieving pupils and those who attract PPF will make at least good progress. Reading EOY data will show classes make at least good progress from their start points. Reading will continue to be significantly above national expectations. Low achieving pupils and those who attract PPF will make at least good progress. Writing EOY data will show classes make at least good progress from their start points. Writing will continue to be well above national expectations. Pupils will have a high level of writing skills across all written work. Low achieving pupils and those who attract PPF will make at least good progress. EYFS boys engage in writing and make at least expected progress Science EOY data will show classes make at least good progress from their start points. Science will continue to be above national expectations. AfL: Pupils will know the next steps in learning and be supported to make progress. Computing: Staff and pupils are confident with ARE and at least 85% will achieve.
Broadening (SIAMS assessments) Personal Development	Religious Education: To show all learning is at least good and in accord with the agreed RE syllabus P4C: To develop high quality pupil voice, thinking skills, tolerance and respect so pupils are engaged in all aspects of school life SMSC: To evaluate how well SMSC impacts on pupil outcomes Health and Well-being: To know pupils are safe, happy and care for in our school.	RE EOY data will show pupils have at least a good level of ARE in RE. Pupils are working within the RE syllabus. Pupils are able to talk about RE themes. P4C is integrated into lessons so pupils can question, reason and think creatively. They are confident to share ideas and make suggestions and can take turns and show tolerance and respect for others. SMSC evidence will show learners make informed choices which are based on Christian values through daily worship, religious education and other aspects of the curriculum. Pupils will have access to a breadth of experiences available to all learners through curricular and extra-curricular activities.
Reviewing the value for money from a quality of provision perspective	Pupil premium, SEND, Vulnerable groups: To see pupils making good progress from their start points and to aspire to bridge the gaps in learning, support learning and create opportunity and inspiration Staff To provide training to enhance the workforce and develop a learning culture across the school - To review cost effectiveness of TAs and supply staff against pupil welfare needs and outcomes for learning	Finance audit by RBWM and evaluate outcomes and areas for improvement Staff CPD to establish a culture of learning so the work force is highly skilled and effective to support school SDIP, pupil outcomes and self-professional development School Leaders will monitor current spend and ensure this links to the SDIP to support best outcomes for pupils such as: training, CPD, resources, outreach work, access to opportunities and new learning experiences Pupils will make at least good progress from their start points and meet or exceed ambitious targets set. Those that attract additional funds will be supported to make progress. Health and Well-being Parents are confident in the school's ability to look after children, keep them safe and thrive in our care.
Focusing on Governance and leadership	Strategy: Nominated governors and the leadership team to explore moving towards academy status, seeking a range of potential opportunities for debate by the Governing Board with a view to making the best decision for the school's future. - To develop tighter triangulation between the GB, Committees and governors with specific responsibilities - To improve the effectiveness of governor visits	Schools within the cluster will be working collaboratively to provide positive outcomes for pupils Lead governors through collaboration will share findings and Schools will be able to see the benefits of collaboration. Headteacher will continue to build relationships with other school Heads through regular meetings and be open to support and sharing ideas and initiatives. Staff engage in cluster moderation visits, training, observations of learning and teaching and sharing cost and resources. Pupils will have opportunity to compete, share and engage in joint activities and work with pupils from other local schools.
Developing and strengthening pupil understanding of, and staff benefit from, the school's community	Community: To find and use opportunities to support and integrate within the local community to improve learning outcomes and extra-curricular opportunity for children - To collaborate with other schools and leaders to strengthen partnerships for monitoring, assessment and learning opportunities	Pupils are knowledgeable about the strengths and areas for improvement of their school. They are confident to express views and know they are part of the decision making process in school matters. Pupils can say what amenities are within their community and why people choose to live and work in the school community. Pupils are exposed to real life experiences and demonstrate this to support and enhance their learning. Staff utilise the school community to enhance learning. They work with other schools to improve assessment, learning and teaching and are confident in their judgements.
Continuing to improve the effectiveness of our Safeguarding and Health & Safety standards and procedures	Safeguarding: To continue the ongoing review of the wellbeing and safety of all pupils, staff and visitors on site and during outdoor/offsite visits Policy and Procedures: To continue the ongoing review of H&S, safeguarding and whole school behaviour system Leadership: To generate an action plan and monitor progress, success and impact on finance	The school is driven to maintain the highest possible standards of pupil safeguarding, welfare and site safety. Pupil welfare needs are catered for and family support where necessary. Policy and procedures are clear to staff and visitors and part of everyday practice Action plan is effective and demonstrates improvement and maintenance of high quality safeguarding and health and safety procedures

The SDIP was generated by governors, staff, parents, pupils and from reports received about the school such as SIAMS, OFSTED, external moderators and DATA information.