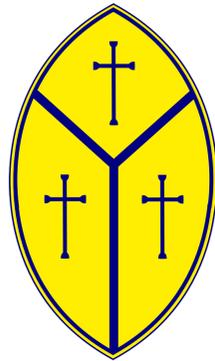


School Development Plan 2018-19



Holy Trinity Church of England Primary School

Leeds

Introduction

At Cookridge Holy Trinity Church of England (A) Primary School we serve the community by providing a happy, secure and caring Christian environment where all are valued and respected. We pride ourselves on being friendly and welcoming. We believe in the uniqueness of the individual and recognise the range of contributions that each can make.

We provide for the spiritual, emotional, physical, mental and social development of the whole child. We seek to foster self-esteem and a sense of responsibility to others and the world around them.

We are committed to the pursuit of excellence, and the school curriculum aims to offer all children a broad and balanced, relevant and differentiated curriculum which provides consistency and continuity of teaching throughout the school, enabling every child to maximise their potential.

We work in partnership with parents, the local church, the wider community and other schools to provide an education of the highest quality.

Our School Aims:

To provide a happy, safe, secure, Christian environment in which the child can develop emotionally, intellectually, physically, socially and spiritually.

To promote the Christian ethos of the school, provide spiritual development across the curriculum and in Collective Worship, being respectful and tolerant of other religions and cultures.

To promote self respect together with respect for discipline and positive behaviour

To promote a broad, balanced, interesting and challenging curriculum with Literacy, Numeracy and ICT skills enhanced through all subjects of the National Curriculum.

To maximise each child's potential and their ability to work both independently and co-operatively.

To promote an inclusive learning environment, where it is exciting to learn, safe to experiment with learning and one that develops an enquiring, creative mind

To promote an interest in leading a healthy lifestyle through involvement in Physical Education.

To foster positive relationships with home, the Church and the local community (including the development of the Travel Plan) that is beneficial and supportive for the child.

To help pupils to acquire understanding, knowledge and adaptability skills relevant to adult life and future employment in a rapidly changing world.

These aims underpin the School Development Plan and its central focus of raising pupil achievement

The current School Development Plan (SDP) was formulated with all staff in the autumn term in the light of school self evaluation and findings from Monitoring in school, OfSTED and SIAM inspections. It was then adapted and agreed at a Governing body meeting.

Each curriculum leader has clear ideas of what they want to achieve in their area over the coming year, action plans have been developed. Some areas of the curriculum will have to take priority.

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| Performance Management Cycle | Aspect | | 2018-19 |
| | Ref:1 Leadership and Management | SMT Development | SMT leading on curriculum monitoring identifying children at risk of underachieving and closely monitoring progress To continue to work with Cookridge Trust and also Noctua Learning Alliance to ensure consistency To further develop TA so that they are consistently supporting children's learning and enabling them to make accelerated progress To appoint AHT to cover maternity leave Enhance the SMT with additional English TLR lead Pupil premium money and CLA money is spent to enhance the needs of disadvantaged children so that they make excellent progress |
| | | Curriculum Provision | English and maths skills are taught so that children are able to work to a greater depth Curriculum is engaging and ensures that children are applying their basic skills in English and Maths across the curriculum. Philosophy for children is embedded practice in school |
| | | Performance Management | To ensure that all performance management targets are clear and have a focus on raising standards through an appropriate level of challenge and by identifying the correct level of support for continuous teacher improvement so that teaching is highly effective across school. This year the main focus will be on ensuring that children are given opportunities to work at greater depth in Maths, Reading and Writing ensuring that there are no significant differences between the different groups (Boys/Girls, PP, SEN, BME) |
| | Ref :2 Teaching Learning and Assessment | Teaching and Learning - Teaching Strategies, (Marking SEN, G & T Use of adults) | Teacher's feedback to children helps them to make rapid gains in their learning and progress. Feedback is manageable, meaningful and motivating for both staff and children |
| | | | Teaching assistants move children forward in their learning so that they make visible progress. Teaching continues to be highly effective in lessons so that children make expected and better than expected progress from their starting points. Target 92% |
| | | The use of assessment, questioning and challenge | Assessment levels are used accurately and confidently by teachers to ensure good progress is made by pupils as a result of this they receive work that is matched well to what they need to learn/work on next so that they have an element of challenge in every lesson. |
| | | | Ensure that the quality of teaching and learning is consistently good or outstanding Assessments are moderated in school and across the Trust Schools. 100% teaching seen is at least good with 60% being outstanding SMT leading on curriculum monitoring identifying children at risk of underachieving - from their starting points and closely monitoring progress ensuring the correct level of challenge is present |
| | Ref: 3 Personal Development Behaviour and Welfare | Attendance | Attendance target 97.7% School works with families whose children who are persistently late to ensure that they improve punctuality. |
| | | Attitudes and engagement | Children achieving Age Related Expectations - they are engaged in their learning because it challenges them and meets their learning needs. 94% of children are achieving ARE/making good progress. |

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| | Behaviour | Children's behaviour makes a marked contribution to the progress they make |
| | Keeping Safe | To ensure that children have strategies to keep themselves safe in school and at home, including aspects of the school Travel Plan – to maintain the gold standard |
| | Keeping Healthy | Pupils can explain accurately and confidently how to keep themselves healthy through an understanding of how to eat a healthy diet how to keep physically and mentally healthy appropriate to their age range |
| Ref: 4 Outcomes for Children | Progress | At least 92% of children are making good/outstanding progress |
| | Narrowing the Learning Gap | The gap between groups of children are narrowing because of good and better teaching, effective marking and feedback and learning that is pitched accurately at the next steps for children's learning. Appropriate interventions that make a difference to children's rates of progress |
| | Standards | Implement findings from Data Scrutiny and PM review to identify next steps in raising standards Targets: EYFS GLD 88% 43 APS, Phonics 92%, RWM KS1 85% ARE , 25% GLD, KS2 84% ARE 20% GLD |
| | | LA children and MA children have the appropriate amount of challenge to enable them to make good and often outstanding progress |
| Ref: 5 Early Years | Early Years | To ensure consistency between class outcomes and progress. To use more open ended resources within the areas of provision to extend children's learning further To narrow further the gap between the most and least able and between those children in receipt of pupil premium and those who are not. Assessment is accurate and is based upon high quality observations and influences pupil's learning experiences in areas of provision. |
| Ref: 6 Governors, Parents And Community | | Develop, further, links with Holy Trinity Church community. Continue to develop the relationship with the community to ensure the profile of the school is maintained and heightened. The whole school community can articulate the Christian Values for the school Governors are active in their role of support and challenge, they have a clear understanding of the strengths and areas of development in school and know what leaders in school are doing in order to address them. Parents are given guidance about how to support their child to improve because they are provided with clear and timely information on how well their child is progressing and how well they are doing in relation to the standards expected. |
| Ref: 7 Premises | | Cycle of redecoration and up-grade to continue Quotes gained for year 4 windows Small Hall re-carpeted Bids put into the Diocese for year 6 classrooms and refurbished roof |