



School Development Plan 2019-20

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Holy Trinity Church of England Primary School

September 2019

Introduction

The Best for Every Child – a Unique Child of God

Every school has a unique character and at Cookridge Holy Trinity we pride ourselves in providing a warm, welcoming and inclusive environment in which your child will develop as an individual, and achieve their true potential.

We are very much part of the local community and are recognised as a friendly, welcoming place which is popular for parents and their children. Led by our Christian Values we uphold a Christian Ethos where each individual is valued as a child of God and where education of the whole child is catered for.

As a Church of England school, we are distinctive in that we foster an environment built on Christian beliefs, mutual respect and valuing differences. Whilst your child is a member of Cookridge Holy Trinity, they will experience exciting learning opportunities through our extensive creative curriculum.

We have high expectations of the pupils both socially and academically. We aim to provide young people with the experiences they need to develop into successful learners; confident individuals and compassionate citizens of God's family.

We have a talented, caring and committed team who assist every child to achieve their full potential. who believe in the best for every child as a unique child of God.

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.

Previous OfSTED targets: March 2019

Improvements to be made	Work completed by the school to secure improvement
<p>Pupils' progress in reading through key stage 2 further improves so that it is as high as it is in mathematics and writing</p>	<p>CPD for teachers has included staff meetings focused upon improving the teacher's knowledge and understanding in specific areas including subject specific and also assessment for learning. The teaching is now at least good overall and we believe has many outstanding elements to it. Evaluating the quality of teaching takes into account lesson observations, work in pupils books over time and data.</p> <p>Progress Matters meetings focus upon the progress that pupils make in their learning - teachers identify where progress is good across different groups of children and also where it needs to be improved upon with specific actions to address where improvement is needed.</p> <p>School has adopted an editing approach that enables children to become more independent, fluent and confident writers. This has had a very positive impact on their ability to communicate clearly and hold the readers' attention. Evidence seen in children's books and on display.</p> <p>The Mathematics club enables children to complete their homework online and also practice their basic skills in Maths. Durham Shared Maths is developing in year 5 and 3. This, along with teaching White Rose Maths Hub materials (shanghai maths), is impacting positively upon children's attitudes to problem solving and AT1 – including more children working at a greater depth to extend their learning.</p>
<p>there is a continued focus on reducing the gap in attainment between the most able disadvantaged pupils and their peers and other pupils nationally.</p>	<p>This has been evidenced in monitoring of books, talking to children about where they have improved, through teacher assessments and moderated marking of tests and also through lesson observations. The impact of marking and feedback has enabled the quality of writing and Maths to improve throughout the school.</p> <p>Middle managers have regular release time to find out about what is happening in their curriculum area. They are overseen by a SMT member with responsibility for Curriculum. Feedback is given to staff through staff meetings and also to governors.</p> <p>The school has been rigorous with its focus on writing where significant improvements have been made. This has continued with the development of 'Big Write' into children writing at length and also developing a greater independence so that they are editing their work more effectively.</p> <p>Across school progress can be seen with children making good and sometimes outstanding progress.</p>

The Staff and governors have identified a number of key areas for development this academic year these are:

School Priorities:

Leadership & Management Priorities:

The return from maternity leave of the current DHT has given us the capacity we need to develop further the leadership skills of our SMT

Our aim continues to be to develop a distributed style of leadership where staff are working collaboratively together.

Through:

Ensuring that SMT members attend training/development working with the cluster to look at the wider aspects of a school wide focus in leadership;

Working with Andrew Morley to evaluate effectively the strengths and areas of improvement in school working with Cookridge and Adel Primaries in the Learning 3's project what steps need to be put in place to secure those improvements

Performance management targets to focus on progress and pupil attainment in Reading and Mathematics – focussing upon developing greater depth. No Child is left behind/underachieves from their starting points.

Subject leader skills will be further enhanced through a series of staff meetings focussing on developing their curriculum area and enabling them to have a more in depth overview of what is happening across the school;

Ensuring that Pupil Premium money is raising the attainment of children across school.

Teaching & Learning Priorities: To continue raise standards in the core subjects.

We aim to raise standards even further in the core areas through a number of initiatives. These include:

To ensure that children are working at a greater depth in Maths through the teaching of basic skills and through problem solving (AT1) so that children are making progress which is at least as good as or better than similar learners nationally;

No Child is left behind/underachieves from their starting points.

Progress is substantial and sustained.

To develop Reading further in school so that the assessment of reading is accurate and children are able not only to read with fluency but can also retrieve information from the text when discussing authorial intent, to explicitly teach reading skills (Retrieve, Interpret, Choice);

To embed assessment of the curriculum in all areas;

Children discuss/debate issues in a considered way showing respect for others ideas and points of view (P4C embedded)

To ensure that pupils are more involved in the planning and delivery of Collective Worship – especially at key times of the year.

Develop metacognition and self-regulation learning skills to enhance our work on Growth mind-sets.

This year we are embedding how marking and feedback across school can be manageable, meaningful and motivating.

Achievement Priorities

The school clearly needs to ensure that more children are achieving at a greater depth across all areas of the curriculum but in Reading (inference and authorial intent) and Maths in particular – ensuring that those children who are in receipt of Pupil Premium make progress which is at least as good as their peers.

Government Initiatives: the implementation of current initiatives

The school will develop and embed several initiatives over the year.

These are:

- To continue to deliver bespoke wave 3 intervention in reading and mathematics
- To continue to ensure that Pupil Premium money is raising the attainment of children across school
- To review reading books/schemes to support early and reluctant readers ensuring that the transition from the school scheme of reading books onto free readers enables children to make continued progress.
- To implement inference reading programme in school to improve children's reading, reasoning and understanding skills.

Aspect		2019-20
Ref 1 The quality of education	Cookridge Holy Trinity Year of Reading	Reading in school enables children to build upon their fluency, confidence and comprehension – including Reasoning in Maths Establish the Holy Trinity Year of Reading
	Maths	Reasoning in Maths enables children to use their good fluency skills to solve mathematical problems Teachers subject knowledge is good because of effective in house and CPD from White Rose Trust Parental engagement in Maths Arithmetic and how to support their child at home
	Curriculum	The curriculum is embedded securely and consistently across the school
Ref 2 Behaviour and Attitudes	Attendance	Target of 97.7% School works with families whose children who are persistently late to ensure that they improve punctuality.
	Keeping safe and healthy	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 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
	School council	To review lunchtime – healthy lunches and healthy playtimes Year 6 buddies
Ref 3 Personal Development	Rich diverse and coherent curriculum	Children actively engaged with their learning and making good and outstanding progress from their starting points LA, MA and PP children have the appropriate amount of challenge to enable them to make good and often outstanding progress
	Class reps for PE, RE, IT	Class reps make a marked contribution to the development of the curriculum in school
	PSHE and P4C Curriculum	Children are confident and articulate. PSHE is embedded in the curriculum
	Good Teaching and Learning in RE	CPD in RE enables teachers to have a strong understanding of what good teaching in RE is
	Collective Worship	Children play an integral part during Collective Worship.
Ref: 4 Leadership and Management	Performance Management	To ensure that all performance management targets are clear and have a focus on raising standards though 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. The focus is upon Reading and Maths
	Teaching and Learning	Ensure that all children make at least good and sometimes outstanding progress from their starting points – including children in receipt of PP and SEN additional funding
		Good quality CPD enables teachers to develop further their teaching repertoire
		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 MT 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
		Continue to monitor teacher's workload to ensure that unnecessary tasks are removed and their work focuses upon having maximum impact upon children's learning and progress.
SMT/Curriculum leaders carry out monitoring of work to ensure that all children are making progress – any child at risk of underachieving is identified and their progress is closely monitored		
Ref: 5 Governors, Parents And Community		Continue to 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 Continue to develop the relationship with the community to ensure the profile of the school is maintained and heightened. Governors are active in their role of support and challenge. They meet with school subject leaders where clear information and expectations about teaching and learning in school is obtained. This is followed up with learning walks which involves looking in books, talking with children and observing the learning environment. Governors ensure what is seen on the learning walks matches what school subject leaders have told them and challenge where appropriate. The teaching and learning committee feed back to the full governing body. 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.

<p>Ref: 6 Premises</p>		<p>Health and Safety issues address from the audit Continue with the cycle of re-decoration in school To review cleaning provision in school LCVAP bid focussed on the roof repair and new year 6 classrooms Governors take an active role in ensuring that health and safety around school complies with all policies and procedures. The chair of the Built environment committee regularly involved in health and safety walks/audits with the senior leadership team.</p>
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