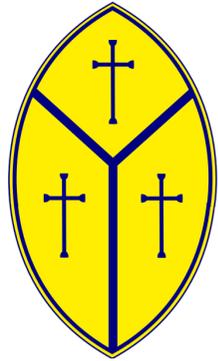


School Development Plan 2022-23



Holy Trinity Church of England Primary School

September 2022

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.

The Staff and governors have identified the key areas for development this academic year these are our **School Priorities:**

Leadership & Management Priorities:

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 outside advisor 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

Develop school as a learning community through a Peer Coaching model

Performance management targets to focus on progress and pupil attainment in Reading, Writing Mathematics and curriculum leadership. Targets will focus upon developing % of children achieving EXS and GDS in RW+M. **No Child is left behind/underachieves from their starting points.**

Curriculum leadership skills to be further developed so that teachers who lead a curriculum area know what the areas of strength and what areas are to develop within their curriculum area.

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 and catch-up premium money is raising the attainment of children across school.

Ensure that, as a school, we are addressing issues related to the positive mental health of our community.

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 Reading Writing and Maths through the teaching of basic skills and through problem solving (AT1) and embedding the mastery approach to teaching so that children are making progress which is at least as good as or better than similar learners nationally.

Ensure that those children who have missed a significant part of their learning from the previous year due to Covid-19 have a clear plan in place to address the gaps in their knowledge.

Ensure that those children who didn't meet the threshold for the phonics screen have additional support so that they either meet the threshold in year 2 or have additional work during year 3 and beyond.

Progress in all subjects is substantial and sustained.

To re-visit the teaching of writing in school so that there is a range of genre covered and when it is re-visited in different year groups there is a marked difference in expectations and quality produced. The assessment of writing is accurate, and children are able not only to write with fluency, but they can write for sustained periods of times.

To review the quality of our curriculum and continue to embed assessment of the curriculum across all subjects.

To ensure children increase their 'Science Capital', through parental and community links.

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.

Revisit strategies for metacognition and self-regulation so that children learn skills to enhance work already covered on Growth mind-sets.

Enhance the teaching of P4C in the light of the impact of Covid-19 on children's mental health

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), Writing (a good grasp of writing in different genre) and Maths in particular – ensuring that those children who are in receipt of Pupil Premium and those children who lost learning due to Covid-19 make progress which is at least as good as their peers.

Ensure that children on SEN register and those children who are not making expected progress have specific interventions in place so that they make good progress.

Ensure that the foundation curriculum teachers a clear sequence of learning so that children can make links in their learning and so retain those 'sticky facts' and therefore make links across their learning.

Ensure that the gaps in children's knowledge and understanding are closed as quickly as possible so that they can access the key objectives from their current academic year.

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 and Catch-up Premium money is raising the attainment of children across school
- To implement inference reading programme in school to improve children's reading, reasoning and understanding skills.
- To ensure that children including those with SEN make the best possible progress possible from their starting points.

Performance Management Cycle	Aspect	2022-23	
	Ref 1 The quality of education	Reading and phonics	Reading in school enables children to build upon their fluency, confidence and comprehension – including Reasoning in Maths To embed FFT Phonics programme in EYFS, Y1 and Y2 so that children quickly acquire phonological awareness and can use it in their reading and writing with accuracy and confidence
		Writing	Ensure that genres taught in school show progress throughout school.
		Maths	Reasoning in Maths enables children to use their good fluency skills to solve mathematical problems Teacher's understanding of the mastery approach to teaching maths is good because of effective CPD that enables them to explore mathematical concepts in depth Parental engagement in Maths Arithmetic and how to support their child at home
		Curriculum	The curriculum is embedded securely and consistently across the school, it builds coherently across year groups. The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. The curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. It enables the evaluation of pupils' knowledge and skills against those expectations.
		Assessment and SEN	Teachers are using the school assessment system (DoL) to capture progress in learning. Teachers are using formative assessment – short term assessment in the form of class quiz, end of unit work/tests to demonstrate that they have retained key facts in their learning. Children identified as SEN have specific curriculum targets to enable them to meet learning outcomes so that they make good progress from their starting points.
	Ref 2 Behaviour and Attitudes	Attendance	School works with families whose children who are persistently late to ensure that they improve punctuality. 98% attendance target
		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 Mental Health week this year focuses upon... Development of a wellbeing charter for staff and pupils – weekly wellbeing focus as a whole school, MindMate ambassadors
		Anti-bullying week	This year the theme is 'Reach out to stop bullying'
	Ref 3 Personal Development Need further PD targets from 2022 OfSTED inspection schedule	School council	To review lunchtime – healthy lunches and healthy playtimes Year 6 buddies are well established so that children feel supported by their peers To continue to review healthy lunchtimes – ensure that our food ambassadors in school have appropriate training to enable them to carry out their role effectively
		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, Worship Team, School council, Team Captains, Eco-warriors	Class reps make a marked contribution to the development of the curriculum in school The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs through school elections where children understand how these elections reflect how people are elected for parliament.

	PSHE and P4C Curriculum	Children are confident and articulate. PSHE including RSE is embedded in the curriculum Teachers are using PSHE and P4C to enable children to understand their mental health and wellbeing needs. Pupils know how to discuss and debate a range of issues and ideas in a considered way and so promote their cultural capital That is an individual who is knowledgeable about a wide range of culture, is comfortable discussing its value and merits, and has been given a vast array of experiences and access to skill development.
	Develop working partnership with parents to establish work around SRE	Set up working party to look at what we teach children in year 5 and 6 about relationships including LGBTQ+
	Pastoral support	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
	Good Teaching and Learning in RE	CPD in RE enables teachers to have a strong understanding of what good teaching in RE is Spirituality in the curriculum is planned for
	Collective Worship	Children play an integral part during Collective Worship Year 4 to take part in Communion during the Spring Term.
Ref: 4 Leadership and Management	Performance Management All Staff have reading writing and maths combined target as part of 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. School will rightly continue to focus upon Reading, Writing and Maths progress and attainment so that children will leave Holy Trinity with the skills necessary to make continued good progress in the next phase of their learning. The whole school focus is upon Reading and Maths and also ensuring that children are given the skills to make rapid gains in their progress through bespoke catch-up programmes. Teachers will have a subject leadership target as part of developing their curriculum leadership skills
	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 work with Trust school curriculum leaders to ensure consistency and support in each curriculum area
		SMT leading on curriculum monitoring identifying children at risk of underachieving from their starting points including children on SEN register 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.

		<p>Ensure that the quality of teaching and learning is consistently good or outstanding</p> <p>Assessments are moderated in school and across the Trust Schools</p>
	Subject leadership	SMT/Curriculum leaders have the knowledge and skills to carry out monitoring of work so that they can 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 the relationship with the community to ensure the profile of the school is maintained and heightened.	<p>The whole school community can articulate the Christian Values for the school</p> <p>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> <p>Parents and community with science-related jobs are actively engaged in school science events.</p> <p>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.</p>
Ref: 6 Premises		<p>Health and Safety issues address from the audit</p> <p>Decarbonisation work to be carried out to replace the heating system in school</p> <p>Governors take an active role in ensuring that health and safety around school complies with all polices and procedures. The chair of the Built environment committee regularly involved in health and safety walks/audits with the senior leadership team.</p> <p>Re- develop office area so that there is a working space for SBM so that she can concentrate upon key priorities from SDP and budget.</p> <p>To install a MUGA on the school playing field</p>