

School Development Plan 2023-24



Holy Trinity Church of England Primary School

The Best for Every Child – a Unique Child of God

September '23

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 Holy Trinity 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. All children are members 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 them 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 English, Mathematics 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 that is beneficial and supportive for the child.

To help children 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 is 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 are developed to reflect these areas and are worked on over the course of the year.

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 developed through them leading staff meetings focussing on developing their curriculum area, utilising the Subject Leader Handbook which will enable them to have a more in-depth overview of what is happening across the school that is consistent across all subject areas.

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 continuing to develop and embed 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 (oracy) is 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.

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 that is built upon in different year groups) 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	2023-24	
	Ref 1 The quality of education	Reading and phonics	<p>Reading in school enables children to build upon their fluency, confidence and comprehension – including Reasoning in Maths</p> <p>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</p> <p>Embed Lightning Squad as a wave 2 intervention</p>
		Writing	Ensure that genre is taught in school show progress throughout school.
		Maths	<p>Reasoning approach in maths enables children to use their good fluency skills to solve mathematics problems</p> <p>Parental engagement in Maths Arithmetic and how to support their child at home</p> <p>Teacher’s understanding of the Reasoning approach to teaching maths is good because of effective CPD that enables them to explore mathematical concepts in depth</p> <p>Parental engagement in maths arithmetic</p>
		Curriculum	<p>The curriculum ensures that teachers either have expert knowledge of the subjects that they teach, or are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching is embedded securely and consistently across the school, it builds coherently across year groups.</p> <p>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.</p> <p>The curriculum has rigour, where relevant, so that pupils learn the knowledge that they need to answer subject-specific questions and to gain disciplinary knowledge of how the subject works</p> <p>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.</p>
Teaching	<p>Teachers present information clearly, promote appropriate discussion, check pupils’ understanding systematically, and identify misunderstandings and adapt teaching as necessary to correct these</p> <p>Teaching delivers the subject curriculum in a way that allows pupils to transfer key knowledge to long-term memory. Teaching is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points</p> <p>Teachers know that learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, pupils learn by connecting new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. This must not be reduced to, or confused with, simply memorising disconnected facts.</p>		

	Assessment and SEN	<p>Teachers are using assessment to check pupils' understanding of what the curriculum intent says they should know, and to identify and correct misunderstandings and inform teaching.</p> <p>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.</p>
Ref 2 Behaviour and Attitudes	Attendance	<p>School works with families whose children who are persistently late to ensure that they improve punctuality. School to ensure that attendance continues to be a high priority for leaders and for it to be improving beyond national, pre-pandemic levels.</p> <p>97.5% attendance target</p>
	Keeping safe and healthy	<p>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...</p> <p>Development of a wellbeing charter for staff and pupils – weekly wellbeing focus as a whole school, Mind Mate ambassadors</p>
	Anti-bullying week	This year the theme is 'Make a noise about Bullying'
	Behaviour policy review	<p>Ensure that the behaviour policy is implemented effectively and consistently across school Implementing work around PREVENT so that harmful sexual behaviours are identified and dealt with (links also with PSHE curriculum)</p>
	Mental Health Ambassadors	Mental health ambassadors voted for and have training and an established role in school
	OPAL	To put in place OPAL (Outdoor Play and Learning)
Ref 3 Personal Development	Rich diverse and coherent curriculum	To continue to develop children's 'cultural capital' through science share, Pupils know how to discuss and debate a range of issues and ideas in a considered way and so promote their cultural capital
	Class reps for PE, Worship Team, School council, Team Captains, Eco-warriors	<p>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.</p>
	PSHE and P4C Curriculum	<p>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. 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.</p>
	Online Safety	Children area able to recognise the dangers of inappropriate use of mobile technology and social media

	Spiritual Development Good Teaching and Learning in RE	<p>Spirituality is developed across the curriculum so that there are opportunities for children to grow spiritually so that they have a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>CPD in RE enables teachers to have a strong understanding of what good teaching in RE is</p>
	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	<p>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.</p> <p>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.</p> <p>The whole school focus is upon Writing and Maths and also ensuring that children are given the skills to make rapid gains in their progress through bespoke catch-up programmes.</p> <p>Teachers will have a subject leadership target as part of developing their curriculum leadership skills</p>
	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
	Focus for the year: embed work established in History, Geography, DT, Computing and Art	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.
		Review Marking policy to reduce teacher workload
		Ensure that the quality of teaching and learning is consistently good or outstanding Assessments are moderated in school and across the Trust Schools
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 whether the knowledge and skills they have learned are well sequenced and have developed incrementally – any child at risk of underachieving is identified and their progress is closely monitored	
Focus for the year: embed work established in History, Geography, DT, Computing and Art	Subject leaders have the skills to support the knowledge and understanding of teachers in delivering their subject area so that children understand key concepts, and that they can transfer key knowledge to long-term memory and apply it fluently Subject leaders ensure that their subject rationale reflects what is happening in lessons	
	Milestone meetings ensure that consistency across year groups is maintained.	

		EYFS	<p>EYFS leader ensures that the curriculum and care practices meet the needs of the range of children who attend, particularly any children with SEND</p> <p>Ensure that every interaction between adults and children enable children to move forward in their learning, there is consistency across the year group</p> <p>EYFS leaders monitor children’s learning and development over time. They will ascertain how well the curriculum is meeting children’s needs. This will be evident in the extent to which children know and remember more of the intended curriculum. Inspectors need to make careful inferences about children’s current progress</p> <p>How well the outdoor environment is used to support children’s learning and progress</p>
	<p>Ref: 5 Governors, Parents And Community</p>	<p>Continue to develop the relationship with the community to ensure the profile of the school is maintained and heightened.</p>	<p>The whole school community can articulate the Holy Trinity Values for the school</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>
		<p>Parent engagement</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 invited to regular Stay and Play sessions</p>
	<p>Ref: 6 Premises</p>		<p>Health and Safety issues address from the audit</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>LCVAP Bids in to Diocese regarding school roof</p> <p>To install a MUGA on the school playing field</p>