

HOLY TRINITY C of E PRIMARY SCHOOL



School Improvement Plan

2018-2019

Growing together as children of God



Introduction



This plan has been created as a result of a review of the objectives in 2017-2018, and following analysis of the end of year data from 2017-2018.

The Ofsted area for development (2013) was to ensure that children are consistently given opportunities to respond to their teacher's marking and feedback and to correct their work.

The SIAMS areas for development (2018) are to develop opportunities for global studies so that pupils increase their awareness and understanding of Christianity as a world-wide multi-cultural faith and to embed the new assessment arrangements in religious education (RE) so that teachers can continue to have an accurate understanding of the progress and attainment their pupils are making.

Key Priorities 2018-2019



We want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.

We will ensure that all children are appropriately challenged and supported to achieve their full potential, through quality first teaching, and specific interventions.

We will ensure that the school provides a rich, varied and exciting curriculum that inspires the children and develops in them a love of learning.

We will develop the teaching of Maths mastery through participation in The Teaching for Mastery Work Group.

We will work at raising attainment and progress in all subjects (particularly in maths and writing), especially at the end of KS1 and KS2.

We work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together

We will prioritise healthy minds and healthy bodies for both staff and children through our 'Feel Well Learn Well' Project.

We will develop opportunities to inform families about their child's learning so that they can further support the learning at home.

We are growing together as **children of God**, strengthening our faith, secure in the knowledge we are unique, loved and cherished.

We will continue to develop a safe, nurturing environment, founded on Christian values, where all children and adults know that they valued.

We will develop the children's understanding of Christianity as a world religion (SIAMS 2018).

We will explore ways of maximising our income and minimising our expenditure.

We want our pupils to grow in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.

Focus	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Teaching and Learning	<p>To ensure that all teachers have the support and resources they need to teach consistently good/outstanding lessons which inspire the children through:</p> <ul style="list-style-type: none"> • Relevant training and opportunities for a variety of CPD • Appropriate appraisal targets • Clear monitoring plan with timely/achievable feedback • Accessible resources <p>To review the planning format to ensure that plans are succinct and effective</p>	<p>Phase Leaders Subject Leaders Mentors SLT Teachers</p>	Ongoing	Phase/Subject Leader time	<p>Monitoring shows that all teaching is good or outstanding Data shows that teaching is having a positive impact on the attainment and progress of all learners Teachers feel supported in their role as an outstanding practitioner</p> <p>Smartboard/interactive slides are embedded into the planning documents Increased emphasis on quality first teaching with resources, rather than lengthy plans</p>	
Curriculum	To review the curriculum to minimise the overlap between year groups	All teaching staff	Starting July 2018	Staff meeting/INSET time	<p>Whole school curriculum map shows that overlaps in topics/areas covered between year groups are minimised Children are excited by the curriculum topics they are studying as evidenced in the pupil survey</p>	
Curriculum English	<p>To raise the attainment in reading and writing of all learners.</p> <p>To continue to enhance the curriculum using The Power of Reading texts, and other high quality texts, as inspiration</p> <p>To raise the profile of spelling by embedding a whole school</p>	<p>All teaching staff English Subject Leader Phonics Leader</p>	Starting September 2018	<p>Power of Reading Texts Spelling scheme Polishing pens Subject leader time Staff meeting time</p>	<p>Power of Reading/High quality texts used as a stimulus for the curriculum Feedback from children is positive Children are excited about their learning (as evidenced in lesson dips) Results show an increase in attainment (including in spelling) of all learners regardless of their starting points. Book looks show that polishing pens are being used to up-level writing</p>	

	<p>approach to spelling, which leads on from phonics teaching</p> <p>To embed the use of polishing pens to edit and improve writing</p> <p>To embed the use of success criteria as a basis for marking of writing</p>				<p>Marking is purposeful – it informs planning, and children are aware of their next steps and what is required of them</p> <p>Spelling scheme used consistently across the school</p>	
Curriculum Maths	<p>To raise the attainment in maths for all learners.</p> <p>To embed White Rose Maths Hub across Y1-Y6 as our Teaching Approach to Mastery, including being part of the South West London Maths Hub.</p> <p>To establish a 'Challenge for All' programme to provide further opportunities to enhance the curriculum.</p> <p>To develop the marking and feedback of maths to optimise learning and progress</p>	All teaching staff Maths Subject Leaders	Starting September 2018	White Rose Maths Hub CPD WRMH Resources Subject Leader time Class maths equipment Staff meeting time	<p>Children are able to reason and explain their maths learning.</p> <p>Children are excited about their maths learning and report that they are challenged sufficiently</p> <p>Results show an increase in attainment of all learners regardless of their starting points.</p> <p>Monitoring and book looks show that children are rising to the challenges set in the lessons</p> <p>Marking is used effectively to inform planning</p>	
Curriculum Phonics	To continue to monitor the teaching of phonics across the school to ensure consistency and effectiveness	Phonics leader Phase 1 leader	Ongoing	Letters and Sounds Read Write Inc	<p>Teaching of phonics will be consistent throughout the school, and will lead into the whole school spelling programme</p> <p>Results of the Year 1 Phonics Screening Check will remain consistently high (above 90%).</p> <p>The majority of children re-taking the check will achieve the threshold mark</p>	
Curriculum Science	<p>To ensure that investigation-led science is taught regularly</p> <p>To review/revise planning, assessment and resources</p>	Science Leader Teaching staff	From September 2018	Science resources Science CPD	<p>Investigations are taught</p> <p>Children report positively about their science lessons</p> <p>Assessment of science is accurate</p> <p>Attainment in science improves</p>	
Curriculum RE	To fully embed the RE assessment system	RE Leader	From December 2018	SIMS SDBE scheme of work	<p>RE assessment is recorded accurately on SIMS</p> <p>Children's attainment and progress in RE increases</p>	
Curriculum	To further develop teacher skills	All teaching staff	Starting	PE Scheme	Teachers' feedback is positive	

PE	and confidence in teaching PE To raise the profile of the Daily Mile by embedding it in to the school day	PE Subject Leader Sports Provider	September 2018	Sports Coach CPD opportunities Daily Mile Track	Lesson dips show an improvement in the quality of PE lessons Feedback from children is positive Fitness levels of children improve Children (and staff) engage in the Daily Mile with enthusiasm	
Curriculum Art/DT	To ensure that the children get high-quality art and DT education that engages, inspires and challenges pupils using a range of different media	Art Leader DT Leader Teaching staff	Starting September 2018		Children's work has been inspired by artists Children's work is displayed around the school The quality of art/DT improves Children are excited about art lessons	
Curriculum PSHE	To begin to implement material from the PSHE Association into PSHE lessons. To utilise the PSHE wheel as an assessment tool	PSHE Leader Teaching staff	Starting September 2018	PSHE Association	PSHE curriculum is updated Children respond well to PSHE lessons, and report that they have found them helpful PHSE assessment wheel enables accurate assessment of the impact of PSHE lessons	
Curriculum Early Years	To continue to develop the reception learning environment (inside and out) by creating zones To provide opportunities for children to engage fully in exciting curriculum opportunities To further develop the use of ICT with the EYFS	Early Years Team ICT Lead	Starting September 2018	HOTS funds EYFS budget I-Pads Black/white boards outside	Indoor and Outdoor space is utilised fully for learning opportunities. Children are excited about their learning ICT is used more frequently and as a result there is an increase in the percentage of children achieving the technology ELG.	
Presentation	To raise the standard of handwriting and presentation across the school	SLT All staff	Starting September 2018	Nelson Handwriting scheme Purchase Nelson font to be used on Smartboard PRIDE in work displays Model examples on display	Handwriting and presentation policies are revised – presentation is consistent throughout the school Staff receive training on the use of the Nelson Handwriting scheme Adults model a high standard of presentation Book looks show that children are taking a pride in their work Moderation of writing (especially in Year 6) shows that writing is neat, joined and legible.	
More Able	To continue to ensure lessons provide challenge for the more able children.	All teaching staff Inclusion Leader Subject Leaders	Ongoing	Challenge resources	The percentage of children achieving above expected progress in each year group is consistently high, and at least in line with Merton averages Pupils feedback shows that children are appropriately challenged Book looks show that children have been given	

					opportunities to explain their reasoning Monitoring of planning and books shows that challenge is routinely used in all lessons	
Pupil Premium	To ensure that the Pupil Premium Grant is spent effectively on those children eligible in order for the attainment gap between disadvantaged and non-disadvantaged is reduced.	Pupil Premium Champion SLT All teaching staff Inclusion Leader Subject Leaders	Starting September 2018		PPG spending is tracked closely Impact of any interventions is measured and is positive Data shows that the attainment gap is closing Children make at least expected progress	
Inclusion including SEND EAL	To update/improve the IEP format particularly relating to children with EHCPs To develop an assessment system to monitor the progress of children with SEND To develop speech and language provision for those children who need it To enhance provision for children who have English as an additional language in KS2	SENDCOs Class teachers SLT TAs/1:1s	Starting September 2018	New format New assessment system Speech and Language Training EAL Parent Coffee Morning EAL training EAL Induction Pack	IEPs clearly show SMART targets for children with SEND to work towards IEPs clearly show the progress children have made The progress of children with SEND is accurately measured and celebrated Speech and Language provision is effective and children achieve their Speech and Language targets Families who have English as an additional language or who are new to English feel welcomed at school Children with EAL make good progress as a result of timely and effective support	
Interventions	To support teaching assistants/intervention teachers in teaching interventions across KS2 To continue to provide targeted support for children with SEN or eligible for PP.	Inclusion Leader Teaching Assistants/Intervention teachers	Autumn 2018	Intervention schemes	Children receive relevant interventions Intervention teachers feel supported and have the resources they need Data shows that the interventions are having an impact and are raising the progress of the children receiving them	
Resilience	To introduce the Apple's Friends programme in Year 3, to help children develop resilience.	PSHE Leader Phase 1/2 Leader Teachers/TAs	Starting Autumn 2018	Apple's Friend Scheme	Feedback from children/parents is positive, with children better equipped to cope with the demands of the curriculum, and better prepared as they move to Year 4	

Areas for development

2019-2020	2020-2021
Review White Rose Maths Hub Review the PSHE curriculum Basis Skills Mark	Review the curriculum Consider applying for the Science Mark

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Communication	<p>To embed the use of the online diary.</p> <p>To alter the timings of Parent/Teacher meetings to ensure that parents are informed about the progress of their children</p> <p>To develop 'Share my Learning' sessions – sessions to enable children to share their work with their parents</p>	Office staff SLT All staff	September 2018	Online diary	<p>All staff are accessing the diary and are aware of key dates/events</p> <p>Parent/Teacher meetings are held at the end of terms when data is complete Parents report that they are better informed about their child's progress</p> <p>Share my Learning sessions are held Parents report that they are better informed about what their children are learning, and the progress they are making</p>	
Well-being	<p>To ensure the well-being of staff through:</p> <ul style="list-style-type: none"> • Development of a Staff Health and Well-being policy • regular social/pastoral activities • promoting positivity • opportunities for prayer • effective support/appraisal • having an open-door policy <p>To develop a reflective space for children to use at playtimes</p>	<p>Head/SLT All staff</p> <p>Growing together in Spirit team HT SLT</p>	<p>Ongoing</p> <p>From Autumn 2018</p>	<p>Healthy Pupil Grant – to fund equipment for the garden</p>	<p>All staff feel valued and supported Feedback from staff is positive</p> <p>Children use the space effectively</p>	

	To work with Merton Citizens in developing a kite mark for children's mental health				Mental Health kite mark is developed and Holy Trinity is awarded the kite mark Awareness of children's mental health issues is raised within the school community	
CPD	To ensure all staff (teachers, TAs, office and caretakers) have access to appropriate and relevant continuing professional development opportunities to support them in their role.	Appraisers/ Appraisees	Targets set by 31 st October 2018 Mid-year review – Feb 2019 End of year review July 2019	Phase Leaders Merton/SDBE Courses Staff INSET Cluster training Team teaching	Staff are equipped for their role within the school, and feel supported in their work. If relevant, staff feel they have the necessary skills to progress in their career.	
British Values	To fully embed British values within the life of the school and incorporate them into the ethos and 'Growing together' rules of the school.	All staff Junior Leadership Team	Worship themes Autumn 2018		All are aware of, and promote, British values through use of posters around the school. British values are an integral part of the school behaviour policy/Growing Together rules	
Healthy School	To apply for Healthy School Status (incorporating our Feel Well Learn Well Project)– Silver and Gold Award To continue to work with Chartwells to ensure the hot food choice is healthy and well-cooked/presented. To monitor packed lunches and support families in providing healthy options To introduce a sticker scheme to encourage children to make healthy choices	PSHE Subject Leader SBM/HT HT/SMSAs	From Summer 2018 Ongoing		Silver Healthy School status is awarded and positive feedback is received through surveys of the positive impact of the healthy school focus Children (and parents) report an improvement in the quality of the hot food There is a decrease in the amount of waste food Packed lunch monitoring shows that the majority of lunches are healthy. Families understand what constitutes a healthy packed lunch Children enthusiastically participate in the sticker scheme	
Financial management	To maximise the value of school-generated income to enable the ongoing provision of a rich and diverse educational experience for all pupil through: <ul style="list-style-type: none"> • Maximising income from lettings • Ensuring the strategic use of parental 	SLT Governors Office Staff	Ongoing		Increased value of school-generated income Holy Trinity is able to offer an increased number of After School Club places	

	contributions <ul style="list-style-type: none"> • Exploring grant-funding opportunities • Maximising the value of money received through Gift Aid and Match Funding • Explore further options to expand the After School Club Provision 					
School Environment	To encourage a whole school approach to tidiness by introducing a tidy shield To enhance the role of the Eco-Warriors	All	Launched September 2018		The school (including classrooms and corridors) is tidy Children and adults take pride in the school environment The school community is more environmentally aware	

Areas for development

2019-2020	2020-2021
Further work on the mental health of both children and adults in the school community Development of the After School Club Provision Continue to work out ways of reducing costs and increasing income, including staffing review	Consider play space – astro turf renewal? Continue to work out ways of reducing costs and increasing income

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Focus	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
SIAMS	<p>To ensure children understand Christianity as a world religion through Collective Worship, RE teaching, specific projects (e.g. Share a Pencil Day) and awareness of Christian organisations</p> <p>To ensure SLT are aware of the changes within the new SIAMS framework</p>	<p>HT</p> <p>HT and Cluster</p>	Ongoing	Collective Worship resources	Children understand that Christianity is a world religion SLT understand the demands of the new SIAMS framework	
Christian Ethos	<p>To continue to embed the Christian ethos into the life of the school.</p> <p>To explore the cost of rolling out the new logo</p>	HT Faith Team Governors Business Committee	Ongoing		<p>All stakeholders are fully aware of the Christian ethos of the school. The school sees prayer as vital.</p> <p>The Christian ethos of the school is fully lived out in every aspect of school life, as evidenced in relationships with each other.</p> <p>School policies reflect the Christian ethos of the school</p>	
Safeguarding	<p>To maintain highly effective safeguarding practices throughout the school.</p> <p>To review risk assessments for school trips and residentials</p> <p>To develop a set of guidelines for parent helpers on school trips</p>	<p>All</p> <p>HT Staff</p>	<p>Ongoing</p> <p>Starting January 2019</p>	<p>Merton LCSB</p> <p>Merton template EVCO training</p>	<p>All staff are appropriately trained</p> <p>Safeguarding procedures for visitors are effective and consistent</p> <p>Children report that they feel safe</p> <p>All Records of Concern are responded to appropriately and in a timely manner</p> <p>All visits and residentials are thoroughly risk-assessed</p> <p>Parent helpers are fully briefed before going on a trip and understand school policies, especially in relation to the use of mobile phones</p>	
Data Management	To implement all aspects of the school's new data protection policy, following the introduction of the GDPR, including data management processes, staff roles and parent communication	SLT Office Staff Governors	Ongoing		All aspects of the data protection policy are adhered to.	

Behaviour	To fully embed the 'Growing together' rules throughout the school. To enhance behavioural expectations throughout the school.	HT & all staff JLT	From September 2018		Growing together rules are embedded and routinely followed throughout the school Fewer red/yellow cards are given out as behaviour improves Marked improvement in low level behaviour e.g. lining up, moving around school etc	
Pupil Voice	To enhance the role of the Junior Leadership Team to ensure that the voice of all pupils is heard within the school	JLT leader All staff	From September 2018		Pupil voice is heard and acted upon	
Adoption Friendly	To continue to embed Adoption Friendly School Practice. To ensure staff are trained in attachment issues.	All	Ongoing	The Adoption friendly School Kit	Staff feel confident in supporting children who are adopted Feedback from children who are adopted shows that they feel safe at Holy Trinity Children achieve well Parents/Carers of adopted children report that they feel supported at school	

Areas for development

2019-2020	2020-2021
New logo to be used on all uniform/branding Mid-term SIAMS review under the new SIAMS framework External safeguarding review	External behaviour review External equalities review