

HOLY TRINITY C of E PRIMARY SCHOOL



School Improvement Plan

2023-2024

Growing together as children of God

To be read in conjunction with the **School Evaluation Form 2023-2024**



Introduction



This plan has been created as a result of a review of the objectives in 2022-2023, and following analysis of the draft end of year data from 2022-2023.

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 school continues to provide opportunities for children to respond to feedback, both verbally and in written form.

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.

Our Mission:

Growing together as Children of God – inspiring, developing and nurturing

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

Our Vision:

We want to be the school of choice for families and staff to grow in confidence, independence, resilience and knowledge

We want to be a safe, nurturing school, offering an inspiring broad and balanced curriculum, with strong Christian values, educating the whole child.

Isaiah 58:11-12

¹¹ The LORD will guide you always; he will satisfy your needs in a sun-scorched land and will strengthen your frame.

You will be like a well-watered garden, like a spring whose waters never fail.

¹² Your people will rebuild the ancient ruins and will raise up the age-old foundations; you will be called Repairer of Broken Walls, Restorer of Streets with Dwellings.

Key Priorities 2023-2024



Growing together as Children of God

We will hold unwaveringly to our Christian vision and values and will be a praying, serving community.

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 focus on **writing** in the curriculum through the embedding of Write Stuff, in order to raise attainment.

We will embed The **Reading** Framework to ensure children learn to read and develop a love of reading.

We will continue to develop **leadership roles** for our children, to enhance pupil voice, and foster a spirit of service as responsible citizens within our **community**.

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 continue to prioritise mental health and **well-being** for children, families and staff, through developing our **Nurture** Classroom, ELSA support, Mentors and Staff Wellbeing group.

We will review our curriculum support for parents so that information is shared with parents/carers, to ensure families **grow** in confidence when supporting their child's learning.

We will embed our Belonging and Behaviour Policy throughout the school, with a focus on positive, **inclusive** lunchtime play.

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

We will proactively embed an **anti-racist, anti-discriminatory, inclusive** ethos in our school community so that all feel unique, loved and valued.

We will explore ways of improving our **environment** so that it meets the needs of our school community.

We will develop the **professional growth** of our staff.

We will hold unwaveringly to our Christian vision and values and will be a praying, serving community.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
SIAMS: Strand 2	To develop the children's understanding of Christianity as a world religion (SIAMS 2018).	Faith Team Growing Together in Spirit Team Headteacher	Ongoing	Worship	Through discussions, children understand that Christianity is a world religion	
SIAMS: Strand 3 Behaviour and Attitudes	To continue to promote opportunities for corporate prayer in the life of the school, for different stakeholders.	Faith Team Growing Together in Spirit Team Headteacher	Ongoing	Prayer Spaces resources	Prayer is central to the life of the school – feedback received from the Growing Together in Spirit (Children's Faith Team) and the Parent Prayer Group.	
SIAMS: Strand 1	To review the Christian vision of the school, and ensure it is underpinned by the Bible.	All Governor Committees	Autumn		The Christian vision of the school is rooted in the Bible. All stakeholders are fully aware of the Christian ethos of the school. The school sees prayer as vital. The Christian ethos of the school is fully lived out in every aspect of school life, as evidenced in relationships with each other.	

We will focus on **writing** in the curriculum through the embedding of Write Stuff, in order to raise attainment

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Quality of Education	To embed the use of The Write Stuff (TWS) to teach the Writing Curriculum from EYFS to Y6 by: - Use of the Writing Rainbow – FANTASTICS, BOOMTASTICS & GRAMMARISTICS - Incorporating Learning Chunks into lesson planning - Providing Experience Lessons within each unit to provide context for pupils - Displaying Sentence Stacking outcomes in every classroom	Writing Lead/ Teachers/Support staff	PD meetings in 2022-2023 to introduce The Write Stuff Starting September 2023	TWS teaching units TVS training units PD meetings Writing moderation sessions Pobble platform for moderation TVS specific texts	Teachers are more confident with writing pedagogy Teaching of writing improves and attainment/progress improves	
Quality of Education	To continue to promote writing for pleasure and purpose throughout the school and provide opportunities for meaningful writing for all pupils.	Writing Lead/ Teachers/Support staff/SLT/JLT Pupils	Ongoing throughout the year	Embed the use of free writing notebooks for all pupils to use as a personal journal. Utilising opportunities with regard to school and wider community for journaling and reporting. Use of learning platform and Friday bulletin to promote WFP opportunities. Each class to have writer of the week displayed and celebrated in class. Promoting internal and national Writing Competitions	Pupil engaged with purposeful writing and taking opportunities to write outside the curriculum. Improvement in stamina and cohesion across the year groups. Pupils are proud of their writing.	

Quality of Education	To continue to develop whole school approach to RWI Phonics scheme for spelling support. To explore the teaching of spelling in KS2.	Phonics Lead/Teachers/Support staff/SLT	From Autumn term	Staff training for RWI in relation to reading and writing including intervention. All staff to use RWI phonic rhymes to support writing. KS2 to follow RWI teaching pattern in lessons for spelling rules and common exception words. Writing lead to research how spelling is taught in other schools and the impact that this has.	Pupils show how to apply spelling rules and use phonics to inform their writing.	
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We will embed The **Reading Framework** to ensure children learn to read and develop a love of reading.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Quality of Education	To participate in a Peer Review of Guided Reading and consider implementing the findings from the review.	Reading Lead, Deputy Head, Head, 2 other Merton schools.	By Autumn 2023	Peer Review reports	Guided Reading is taught consistently across the school. Staff feel equipped to be able to teach reading effectively. Reading attainment for all is raised. Children love reading!	
Quality of Education	To embed The Reading Framework across the school to ensure children learn to read and develop a love of reading.	Reading Lead Teachers Support Staff	Ongoing	The Reading Framework Guided Reading resources/library	Reading attainment for all is raised. Children love reading!	

We will continue to develop **leadership roles** for our children, to enhance pupil voice, and foster a spirit of service as responsible citizens within our community.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Personal Development SIAMS: Strand 3 & Strand 4	To review the current leadership opportunities for our children and agree meaningful roles which will have an impact within the school and community.	Teachers/SLT Pupils	Autumn I		Leadership roles and their remit are clearly defined.	
Personal Development SIAMS: Strand 3 & Strand 4	To train our leaders so that they are prepared for their roles.	Staff Team Pupils	Autumn term		Children are equipped to serve the school and community. Children play an important part in shaping our school.	
Personal Development SIAMS: Strand 3 & Strand 4	To develop links within the local community in order to serve our community. To become courageous advocates on local issues within our community.	CFC committee Faith Team Holy Trinity Church	Ongoing	DONS Holy Trinity Church Local organisations	Children become responsible citizens and acknowledge the importance of serving others.	

We will continue to prioritise mental health and **well-being** for children, families and staff, through developing our **Nurture Classroom**, ELSA support, Mentors and Staff Wellbeing group.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Behaviour and Attitudes Personal Development SIAMS: Strand 4	To promote the services offered by the Mental Health in Schools Teams.	PSHE Lead Mental Health First Aider All Staff CFC Committee	Ongoing		Families and staff are supported through work with the Educational Wellbeing practitioners, and through other services signposted by the MHST.	
Behaviour and Attitudes Personal Development SIAMS: Strand 3 & Strand 4	To develop The Lighthouse nurture classroom, focusing on the learning, social and emotional needs of the children with the aim of removing some of the barriers to learning. Providing opportunities for social learning, emotional regulation and an additional safe place.	PSHE Lead Deputy Head	By third week of autumn term	Classroom space set up for nurture provision Boxall profile Art materials Chromebooks Puzzles, games Sensory toys Curriculum resources	Behaviour incidents and emotional outbursts from children attending Lighthouse are reduced. Children attending Lighthouse show increased confidence, are responsive to others, have learnt self-respect and are taking pride in behaving well and in achieving.	
Behaviour and Attitudes Personal Development SIAMS: Strand 3 & Strand 4	To train additional staff as ELSAs, in order to provide emotional support for those children who need it.	ELSA trainee EP service	Ongoing throughout year – year long course	ELSA course	An additional staff member is trained and equipped to run ELSA in school.	

We will review our curriculum support for parents so that information is shared with parents/carers, to ensure families grow in confidence when supporting their child's learning.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Quality of Education SIAMS: Strand 2 & Strand 4	To provide further opportunities for families to engage with their child's learning through information workshops and effective use of the Learning Platform. To review the use of the Learning Platform to ensure it is being used effectively to support children's learning. .	Teachers/SLT S, T & L Maths Lead English Lead EYFS Lead Classteachers	Autumn	Learning Platform Curriculum Workshops	Parents/carers have a better understanding of what their child is taught as a result of engaging with the Learning Platform. Parents and carers have a better understanding of the school's approach to teaching core subjects and the progression across the school. Parents and carers feel more confident when supporting their child's home learning.	
Quality of Education SIAMS: Strand 2 & Strand 4	To provide further guidance & support to parents and carers to help promote a positive, engaging maths home learning experience. To further develop the Home Learning plan through the introduction of Maths Home Learning Journals	Maths Lead/teachers Parents/carers	From Autumn	Maths Home Learning Journals Maths Lead to run Mastering Number parent/child workshops for EYFS, Year 1 and Year 2. Maths Workshops on bar modelling	Parents and carers feel more confident when supporting their child's home learning. Maths Home Learning Journals are used and parents/children report that they have had a positive impact on maths learning.	

We will embed our Belonging and Behaviour Policy throughout the school, with a focus on positive lunchtime play.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Behaviour and Attitudes Personal Development SIAMS: Strand 4 & Strand 5	To review the school environment with a focus on outside space, ensuring that we are maximising its potential for play. To explore the possibility of introducing OPAL (Outdoor Learning and Play Programme).	Business Committee SLT JLT	From Autumn	Finances from HOTS, school budget, Governors and donations	The play space will be inviting and encourage children to play positively. Play times will be successful and will lead to a reduction of behavioural incidents. All children will find playtimes a positive experience.	

We will proactively embed an anti-racist, anti-discriminatory, inclusive ethos in our school community so that all feel unique, loved and valued.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Leadership and Management Behaviour and Attitudes Personal development SIAMS: Strand 5	To continue to work to become Anti-racist.	Head and Deputy Whole School Governors	Ongoing	Governor Learning Walk SDBE's Anti-Racism Charter	All children (regardless of any of the protected characteristics) feel fully valued within the school community. Race is talked about openly. Zero incidents of racism	
Quality of Education SIAMS: Strand 2	To embed OT and sensory based strategies into all classroom daily routines to increase the support for our children with sensory difficulties, fine and gross motor difficulties and focus and attention difficulties.	SENDCo All staff Governors	From Autumn	Staff INSET/PD Calm boxes Sensory circuits Standing desks	By taking a whole class approach all children will be encouraged to recognise their calm alert phase which we need to optimise learning. Teachers will be helped to recognise when children are becoming restless and may require a break and a reset. Reduction in the amount of time some children spend outside of class on an individual basis having movement and sensory breaks.	
Leadership and Management Quality of Education Behaviour and Attitudes SIAMS: Strand 4	To continue Attachment and Developmental Trauma training and awareness so that we can be proactive in our planning and troubleshoot rather than reacting to issues that arise.	SENCO/Head SLT Staff Pupils	Ongoing	Staff training for any new joiners	Staff are confident in supporting children with attachment and developmental trauma issues. Children with ADT flourish at our school and feel safe. Behaviour improves.	

Leadership and Management	To continue cascading training to support staff and to increase in house screening prior to asking for Language, Behaviour and Learning (LBL) assessments.	SENDCo Support Staff	Ongoing	Screening tools	The needs of children are identified early so that they receive the correct targeted support. LBL assessments are used on those children most in need of them.	
Quality of Education						
Behaviour and Attitudes						
SIAMS: Strand 4						

We will explore ways of improving our **environment** so that it meets the needs of our school community.

Ofsted/SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Behaviour and Attitudes	To review the school environment with a focus on outside space, ensuring that we are maximising its potential for play.	Business Committee SLT JLT	From Autumn	Finances from HOTS, school budget, Governors and donations	The play space will be inviting and encourage children to play positively. Play times will be successful and will lead to a reduction of behavioural incidents. All children will find playtimes a positive experience.	
Personal Development						
Quality of Education						
Leadership and Management						
SIAMS: Strand 4 & Strand 5						
Behaviour and Attitudes	To create a sensory space inside the school to support children with additional needs.	SENDCo Governors SLT SALT OT MAOS	Autumn 2	Finances from HOTS, school budget, Governors and donations SALT/OT/MAOS advice	Children have access to a sensory space to help them regulate. Children with additional needs have a dedicated space for their OT/SALT.	
Personal Development						

Quality of Education				Sensory resources	Children feel safe and nurtured in the school environment.	
Leadership and Management						
SIAMS: Strand 4 & Strand 5						

We will develop the **professional growth** of our staff.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Leadership and Management Quality of Education SIAMS: Strand 1 & Strand 2	To review the staff appraisal and implement a system that focuses on professional growth based on reflection and collaboration.	Business Committee SLT Staff	From Autumn	Merton PD SDBE PD NPQs	Staff feel valued. Staff are given opportunities to reflect on their practice. In collaboration with their appraisers, staff develop their own professional growth plan. Staff are encouraged to undertake meaningful professional development.	
Leadership and Management Quality of Education SIAMS: Strand 1 & Strand 2	To provide further professional development opportunities to staff, especially ECTs, to enhance their pedagogy and maths mastery approach when delivering maths lessons	Maths Lead Staff S, T & L Committee	Ongoing	Maths Hub PD and resources NCETM White Rose Hub resources	Staff are confident in their teaching of maths mastery. Children make progress in maths.	

Whilst the above are our key priorities for 2023-2024, we will also continue with the following strategies for improvement:

Ofsted Area	Strategies
Quality of Education	Raise attainment in Maths at KS2, especially with regards to the lower attainers at KS1 Further develop challenge in maths Ensure that children arriving during KS2 receive the support they need to raise their attainment Further develop our Maths Mastery approach by participating in London SW Maths Hub Maths Mastery Sustaining Programme Continue to offer high quality interventions to ensure that children make effective progress. Continue to develop teacher expertise in the teaching of PE through working with the PE coach, access to MSSP CPD and peer coaching.
Behaviour and Attitudes	Continue to monitor attendance and punctuality to ensure that all families recognise the importance of being in school on time, and regularly. Continue to embed our Belonging and Behaviour Policy.
Personal Development	Continue to ensure that all have equal access to the enrichment opportunities available Continue our work on being an Eco-school
Leadership and Management	Maintain highly effective safeguarding processes with due regard to the current KCSIE 2023 Continue to use Pupil Premium effectively Consider alternative ways of assessing children with SEND Continue towards journey of being GDPR compliant
EYFS	Focus on language development by training and implementing NELI within Reception Embed the use of Tapestry as a way of engaging parents in their child's learning.