

**HOLY TRINITY C of E PRIMARY SCHOOL**



# **School Improvement Plan**

## **2017-2018**

*Growing together as children of God*



## Introduction



This plan has been created as a result of a review of the objectives in 2016-2017, and following analysis of the end of year data from 2016-2017.

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.

This School Improvement Plan works together closely with the Statutory Inspection for Anglican and Methodist's schools (SIAMS) toolkit.

## Key Priorities 2017-2018



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 enhance the curriculum using The Power of Reading texts, and Maths Mastery resources, to raise the attainment and progress of all learners.

We will ensure children are appropriately supported and challenged so that they achieve their full potential.

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 improve communication so that we can further involve families in the life of the school, and their child's learning.

We will ensure the well-being of staff at all times so that staff feel valued and supported, and have the necessary resources and energy they need to fulfil their role as an outstanding staff member.

We will work together to become a healthy school.

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

We will fully embed our Christian ethos throughout the school, so that all stakeholders are able to grow as a child of God.

We will work towards creating a calm, safe, loving environment where all are able to flourish.

**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
<b>Teaching and Learning</b>	<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"> <li>• Relevant training</li> <li>• Appropriate appraisal targets</li> <li>• Clear monitoring plan with timely/achievable feedback</li> <li>• Accessible resources</li> </ul>	<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>Jan 18 Lesson dips show that teaching across the school is strong</p> <p>Aut 17 progress data is strong</p>
<b>Curriculum English</b>	<p>To raise the attainment in reading and writing of all learners. To enhance the curriculum using The Power of Reading texts as inspiration To raise the profile of writing in the school through the use of the Pobble Platform.</p>	All teaching staff English Subject Leaders	Starting September 2017	<p>Power of Reading Texts</p> <p>Pobble Platform</p>	<p>Power of Reading texts used as a stimulus for the curriculum Feedback from children is positive Children are excited about their learning (as evidenced in lesson dips) Children are motivated to write as they are writing for a purpose. Results show an increase in attainment of all learners regardless of their starting points.</p>	<p>Positive feedback from teachers regarding the use of the P of R texts.</p>
<b>Curriculum Maths</b>	<p>To raise the attainment in maths for all learners. To pilot the use of Maths No Problem, Rising Stars Mastery Curriculum and White Rose Maths Hub resources To develop a secure understanding of mastery teaching through the use of the Bar Model.</p>	All teaching staff Maths Subject Leaders	Starting September 2017	<p>Maths No Problem (Year 5) Rising Stars (Year 3) White Rose Maths Hub (other year groups)</p>	<p>Children are able to reason and explain their maths learning. Children are excited about their maths learning. Results show an increase in attainment of all learners regardless of their starting points. Children use the Bar Model to develop their problem solving skills.</p>	<p>Learning Walk (Aut '17) by MEP – very positive feedback regarding the children's ability to explain their reasoning Aut 17 Maths progress strong – outstanding in</p>

						Year 6 Children using the bar model effectively
<b>Curriculum Phonics</b>	To review the teaching of phonics across the school to ensure consistency and effectiveness.	Phonics leader Phase 1 leader	Starting September 2017	Letters and Sounds Read Write Inc	Teaching of phonics will be consistent throughout the school Results of the Year 1 Phonics Screening Check will remain consistently high (above 90%). The majority of children re-taking the check will achieve the threshold mark	Phonics Leader appointed – meetings have taken place to ensure consistency of phonics teaching across Phase 1
<b>Curriculum PE</b>	To develop teacher confidence in teaching PE through team teaching with expert coaches.	All teaching staff MSSP Sports Coach	Starting September 2017	PE Scheme	Teachers' feedback is positive Lesson dips show an improvement in the quality of PE lessons Feedback from children is positive	Sports Coach employed to team teach with teachers.
<b>Reception Learning Environment</b>	To develop the reception learning environment (inside and out) to ensure that the space is maximised and used for high quality learning.	Early Years Team	Ongoing	HOTS funds	Indoor and Outdoor space is utilised fully for learning opportunities.	Reception outside space has been enhanced with new playground markings
<b>Presentation</b>	To raise the standard of handwriting and presentation across the school	SLT All staff	Starting September 2017	Nelson Handwriting scheme	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	Staff have been trained (Aut 17). Consistent use of handwriting scheme throughout school as evidenced in book looks
<b>More Able</b>	To ensure lessons provide challenge for the more able children.	All teaching staff Inclusion Leader Subject Leaders	Ongoing	Mastery schemes	The percentage of children achieving greater depth in KSI increases to be at least in line with Merton 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	Aut '17 data shows an increase in the % of children achieving greater than expected progress. Lesson dips (esp maths) indicate

						that the more able are being suitably challenged
<b>Pupil Premium</b>	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 closed.	SLT All teaching staff Inclusion Leader Subject Leaders	Starting September 2017		PPG spending is tracked closely Impact of any interventions is measured and is positive Data shows that the attainment gap is closing	PP Champion employed from Feb 18 PP spending being tracked closely PP advised from Merton in 2/2/18
<b>Interventions</b>	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	Starting end September 2017	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	New programme in place – staff trained in specific interventions. Spring term SENCO to conduct learning walks to measure impact
<b>Resilience</b>	To introduce the Zippy's Friends programme in KS1, to help children develop resilience.	PSHE Leader Phase 1/2 Leader Teachers/TAs	Starting Autumn 2017	Zippy'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 KS2.	Zippy's Friends introduced in Year 2 – PSHE leader reports that it is having a positive impact

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<b>Communication</b>	To improve communication to parents and prospective parents through the launch of a new website.	Deputy Head	September 2017	Web provider	Website is successfully launched and is updated on a weekly basis. All parents (including those for whom English isn't their first language) receive communication and understand it Parents' feedback is positive	New website launched Dec 17
	To develop the use of an online diary.	Office staff SLT	Starting September 2017	Online diary		Online diary launched Sept 17
	To develop a communication flowchart for parents to enable them to know who to communicate with.	Office staff SLT Staff Parents	Launched in newsletter September 2017	Newsletter	All staff are accessing the diary and are aware of key dates/events  Communication between school and home is effective Teaching staff feel informed and affirmed	Flowchart shared with parents Sept/Nov 17
	To streamline the use of Parentmail and weekly newsletters/bulletins	Office staff SLT Teachers	Weekly	Parentmail	Communication between school and home is effective and streamlined. Parents feedback is positive.	Parentmails streamlined and sent out on Tuesdays with Bulletin on Fridays Bulletin always contains key dates for term
	To develop the use of curriculum newsletters.	Teachers	Each half term		Parents are informed about the topics that their children are studying and are able to support them in their learning at home	Curriculum Newsletters sent out prior to the start of each half term sharing topics with parents
<b>Staff Well-being</b>	To ensure the well-being of staff through: <ul style="list-style-type: none"> <li>Development of a Staff Health and Well-being policy</li> <li>regular social/pastoral activities</li> <li>promoting positivity</li> </ul>	Head/SLT All staff	Starting September 2017		All staff feel valued and supported Feedback from staff is positive	Policy has been written Regular socials are being organised Staff publically thanked Cards given to staff Staff noticeboard has been developed

	<ul style="list-style-type: none"> <li>opportunities for prayer</li> <li>effective support/appraisal</li> <li>having an open-door policy</li> </ul>					
<b>CPD</b>	To ensure all staff have access to appropriate and relevant continuing professional development opportunities to support them in their role.	Appraisers/ Appraisees	Targets set by 31 <sup>st</sup> October 2017 Mid-year review – Feb 2018 End of year review July 2018	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.	Staff have access to CPD opportunities to support their professional development
<b>British Values</b>	To 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 2017		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	Aspects of British Values incorporated into Growing together rules Display board in hall indicates how HT promotes British Values
<b>Healthy School</b>	<p>To apply for Healthy School Status – Bronze Award</p> <p>To work with Chartwells to ensure the hot food choice is healthy and well-cooked/presented.</p> <p>To monitor packed lunches</p> <p>To celebrate birthdays by encouraging parents to buy a book for the class rather than sweets</p> <p>To develop the inclusion of healthy cooking in the DT curriculum</p>	<p>PSHE Subject Leader</p> <p>SBM/HT</p> <p>HT</p> <p>Class teacher</p> <p>DT leader</p>	<p>Summer 2018</p> <p>September 2017</p> <p>September 2017 (Welcome back email)</p>		<p>Bronze Healthy School status is awarded and positive feedback is received through surveys of the positive impact of the healthy school focus</p> <p>Children (and parents) report an improvement in the quality of the hot food</p> <p>There is a decrease in the amount of waste food</p> <p>Packed lunch monitoring shows that the majority of lunches are healthy.</p> <p>Children feel valued as their birthday is celebrated in class.</p>	<p>Healthy School award being applied for</p> <p>Healthy Eating policy has been written</p> <p>Healthy Schools Week Aut 17</p> <p>Packed lunch ideas shared with parents</p> <p>Children no longer share sweets for birthdays</p> <p>Healthy recipes/cooking has been included in DT curriculum</p>
<b>Anti-bullying</b>	To participate in Merton's All Together United Against Bullying Programme	PSHE Subject Leader/HT	Stat Autumn 2017		Anti-bullying/Kindness Week held which raise the profile of positive relationships/friendships Pupil NFER Survey results show that fewer children have experienced bullying.	Anti-bullying week held Nov 17 Kindness week to be held March 18



					Children report that they feel safe at school. SIMS report shows a reduction in the number of red cards given for instances of bullying	School participating in All Together Now programme with action plan to promote positive behaviour NFER surveys to be completed Feb/March 18
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<b>SIAMS</b>	Please see SIAMS Toolkit for further strategies for improvement					SIAMS SEF written
<b>Christian Ethos</b>	To fully embed the Christian ethos into the life of the school.  To encourage children to use the prayer corners/reflective areas in the classrooms and also the welcome area	HT Faith Team Spiritual Team	Starting September 2017		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.	Ethos fully launched Aut 17 Prayer areas used more – Parent Prayer group monitoring the use of the communal area
<b>Safeguarding</b>	To maintain highly effective safeguarding practices throughout the school.	All	Ongoing	Merton LCSB	All staff are appropriately trained Safeguarding procedures for visitors are effective and consistent Children report that they feel safe All Records of Concern are responded to appropriately and in a timely manner	Staff trained Sep 17 3 x DSLs fully trained Attend DSL forums SBM developed more stringent pre-employment checks/visitor checks R of C are responded to appropriately
<b>Behaviour</b>	To develop 'Growing together' rules which are consistently followed throughout the school.  To enhance the use of House Points as a reward system.	HT & all staff JLT	Launched September 2017	HOTS funding	Growing together rules are displayed throughout the school All stakeholders are aware of the rules and follow them consistently Feedback from surveys shows greater consistency across the school Fewer red/yellow cards are given out as behaviour improves Children report that they feel proud to earn a house point for their team	GTR displayed throughout school and in classes House Point reward system introduced – positive feedback from children Behaviour monitored weekly

						– data shows fewer red cards being given out
<b>Learning Skills</b>	To develop character and resilience through the introduction of Holy Trinity's Learning Skills Programme.	JLT/SLT	Launch Summer 2018		Children feel proud of all of their achievements, not just their academic achievements as evidenced in pupil feedback	To be completed
<b>Adoption Friendly</b>	To embed Adoption Friendly School Practice	All	Ongoing	The Adoption friendly School Kit	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	Subscribed to Adoption Friendly School pack – many of the recommendations carried out