

**HOLY TRINITY C of E PRIMARY SCHOOL**



# **School Improvement Plan**

## **2022-2023**

*Growing together as children of God*

To be read in conjunction with the **School Evaluation Form 2022-2023**



# Introduction



This plan has been created as a result of a review of the objectives in 2021-2022, and following analysis of the draft end of year data from 2021-2022.

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.

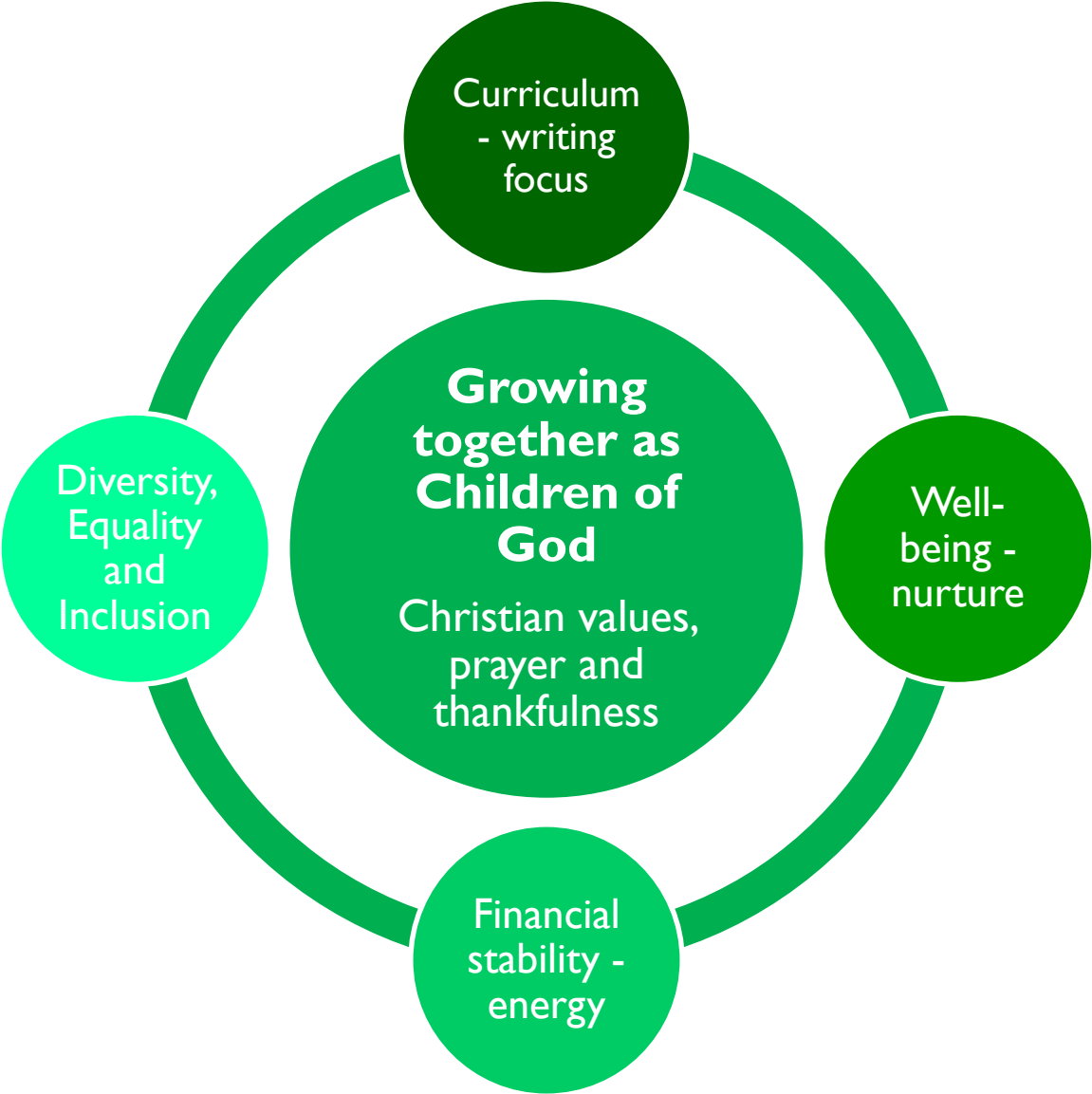
## Isaiah 58:11-12

<sup>11</sup> 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.

<sup>12</sup> 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 2022-2023



## Growing together as Children of God

We will hold unwaveringly to our Christian values and will be a praying community, giving thanks for 125 years of our school.

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 in order to raise attainment

We will continue to develop the **curriculum**, especially Physical Education, and will expand our opportunities for all to participate in competitive sport.

We will 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, Learning Mentors and Staff Wellbeing group.

We will review our home learning plan and curriculum information shared with parents/carers, to ensure families are more informed about their child's learning.

We will expand the capacity of our After School Club in order to further reduce our waiting lists and support our families with high quality wraparound childcare, whilst maximising income for the school. We will provide training for staff, buy additional equipment and review our daily programmes, in order to make our After School Club as enjoyable and accessible as possible for all children.

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

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

We will explore ways of reducing our **energy costs**.

We will explore ways of supporting our families during the current cost of living crisis.

We will hold unwaveringly to our Christian values and will be a praying community, giving thanks for 125 years of our school.



Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>SIAMS:</b> 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	
<b>SIAMS:</b> Strand 3  <b>Behaviour and Attitudes</b>	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.	
<b>SIAMS:</b> Strand 1	To continue to embed the Christian ethos into the life of the school, especially within the policies of the school.	All Governor Committees	Ongoing, as policies are renewed/revised		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 in order to raise attainment

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Quality of Education	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	<p>Introduce the use of free writing notebooks for all pupils to use as a personal journal.</p> <p>Post box for whole school themed letters relating to current events.</p> <p>Utilising opportunities with regard to school and wider community for journaling and reporting.</p> <p>Meet with JLT to discuss publishing ideas for pupils.</p> <p>Use of learning platform and Friday bulletin to promote WFP opportunities.</p> <p>Each class to have writer of the week displayed and celebrated in class.</p> <p>Writing published in a variety of ways for</p>	<p>Pupil engaged with purposeful writing and taking opportunities to write outside the curriculum.</p> <p>Improvement in stamina and cohesion across the year groups.</p> <p>Pupils are proud of their writing.</p>	

				parents and other pupils as the audience.		
<b>Quality of Education</b>	To instil personal ownership and responsibility for pupils with regard to their writing.	Writing Lead/ Teachers/SLT Pupils	Ongoing throughout the year	<p>To provide opportunity for pupils to practise their writing at least three times a week in English lessons.</p> <p>Pupils to have responsibility to find success criteria evidenced in own work.</p> <p>Feedback by teachers to include consultation and impactful marking which may differ across the year groups.</p> <p>Continue to develop high quality edits to writing. In some teaching strands, using a cold write to introduce a new writing topic to enable pupils to develop their ownership.</p> <p>Each class to have a working visualiser to showcase individual work to whole class.</p>	<p>Pupils confident in evidencing success criteria.</p> <p>Pupils are clear about what they need to work on in future pieces of writing.</p> <p>Teacher feedback evidenced via improvement in pupil writing.</p>	
<b>Quality of Education</b>	To ensure writing teaching strands are taught to include relevant knowledge and skills	Writing Lead/ Reading Leads/ Teachers/SLT	Ongoing throughout the year	<p>Teachers to be able to clearly explain the journey of knowledge and skills development over a strand of writing.</p> <p>Teachers to use and show high quality texts as examples for pupils</p>	Pupils show understanding of knowledge and skills that have been taught, through their writing	

				Teachers to continue with DEAR programme to promote a love of reading and inspire own writing.		
<b>Quality of Education</b>	To use feedback and assessment strategies to enable positive impact on all pupil's writing.	Teachers/SLT	Ongoing throughout the year	SPaG to be added to sims assessment alongside writing.  Teachers to determine most impactful feedback for their class with reference to consultation and/or marking feedback.	Improvement evidenced in pupil writing progress and attainment	
<b>Quality of Education</b>	To continue to develop whole school approach to RWI Phonics scheme for spelling support.	Phonics Lead/Teachers/Support staff/SLT	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.	Pupils show how to apply spelling rules and use phonics to inform their writing.	

We will continue to develop the **curriculum**, especially Physical Education, and will expand our opportunities for all to participate in competitive sport.



Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>Quality of Education</b>	To enhance the delivery of the PE curriculum through the use of trained sports and dance coaches.	PE Lead NEAT MSSP	Ongoing throughout the year	NEAT hours – Coach Bailey MSSP Dance hours – Faye PE equipment Curriculum map Halls/Astro/MUGA	High quality PE lessons being taught across the school and children's skills and ability developing well.	
<b>Quality of Education</b>	To develop a range of competitive sports teams: boys' football, girls' football, tag rugby, hockey, tag rugby, cricket and athletics.	PE Lead Coach Bailey (NEAT)	Ongoing throughout the year	NEAT hours – Coach Bailey Astro/MUGA PE equipment	Improved results in borough and inter-school competitions.	

We will 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
<b>Personal Development</b>  <b>SIAMS:</b> 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 1		Leadership roles and their remit are clearly defined.	
<b>Personal Development</b>  <b>SIAMS:</b> 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.	
<b>Personal Development</b>  <b>SIAMS:</b> 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, Learning Mentors, promoting Mental Health in Schools work and developing the staff wellbeing committee.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>Behaviour and Attitudes Personal Development</b>  <b>SIAMS:</b> 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.	
<b>Behaviour and Attitudes Personal Development</b>  <b>SIAMS:</b> Strand 3 & Strand 4	To increase the hours of The Lighthouse nurture classroom to run four afternoons a week, 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.	
<b>Behaviour and Attitudes Personal Development</b>  <b>SIAMS:</b> 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 home learning plan and curriculum information shared with parents/carers, to ensure families are more informed about their child's learning.




Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>Quality of Education</b>  <b>SIAMS:</b> Strand 2 & Strand 4	<p>To develop a Home Learning plan that consolidates the learning in the classroom.</p> <p>To provide further opportunities for families to engage with their child's learning through information workshops and effective use of the Learning Platform.</p>	<p>Teachers/SLT S, T &amp; L</p> <p>Maths Lead English Lead EYFS Lead</p> <p>Class teachers</p>	Autumn 1	Learning Platform Curriculum Workshops	<p>Parents/carers have a better understanding of what their child is taught as a result of engaging with the Home Learning work.</p> <p>Parents and carers have a better understanding of the school's approach to teaching core subjects and the progression across the school.</p> <p>Parents and carers feel more confident when supporting their child's home learning.</p>	

We will expand the capacity of our After School Club in order to further reduce our waiting lists and support our families with high quality wraparound childcare, whilst maximising income for the school. We will provide training for staff, buy additional equipment and review our daily programmes, in order to make our After School Club as enjoyable and accessible as possible for all children.



Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>Personal Development</b>  <b>SIAMS:</b> Strand 1 & Strand 4	To expand the After School Club to offer 80 places.  To review and enhance the provision in After School Club, to provide opportunities/activities that are accessible to all.  To train the ASC team ensuring maximum engagement with the children in ASC.	Business Committee SBM ASC Team Deputy Head	September 2022  Ongoing  September 2022 and ongoing as necessary	Weekly planning themes Resources for delivering the programme.	ASC waiting lists are reduced.  Activities on offer are varied, exciting, engaging, and accessible to all children in ASC.  The ASC team feel equipped to meet the needs of the children in ASC.	


We will proactively develop 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
<b>Leadership and Management</b>  <b>Behaviour and Attitudes</b>  <b>Personal development</b>  <b>SIAMS:</b> Strand 5	<p>To participate in Integrity Coaching's Race, Identity and Leadership Project to engage in school-wide dialogue that will inform and support ethical leadership and embed best race equality practice</p> <p>To work to become Anti-racist.</p>	Head and Deputy Whole School Governors	Year-long project	Integrity Coaching's course  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	
<b>Quality of Education</b>  <b>SIAMS:</b> Strand 2	<p>To support EAL children with no English using a range of recommended resources through 1:1 and adult led small groups.</p> <p>To conduct appropriate baseline assessments in order to indicate their cognitive ability, so that EAL is not confused with SEND.</p>	SENCO SLT Class teacher and Support Staff	Ongoing	Race to English Duolingo Flash Academy Coffee Mornings – TEFL teaching CGP resources Nessy Diagnostic Maths Assessment Phonics resources from EYFS and KS1 Visual aids used in class and around the school.	All EAL children will be able to access the curriculum and make progress in line with their peers. EAL children starting with little or no English will feel safe and valued in the school environment. Staff will feel confident adapting resources and supporting children with no English in lessons. Children for whom English is not their first language flourish as a result of quality English language intervention. Families feel part of the Holy Trinity community.	
<b>Leadership and Management</b>	To review and re-write the School Behaviour Policy in light of learning from Merton's Attachment and Developmental Trauma course.	SENCO/Head SLT Pupils			Staff are confident in supporting children with attachment and developmental trauma issues.	

<b>Quality of Education</b>  <b>Behaviour and Attitudes</b>  <b>SIAMS:</b> Strand 4					Children with ADT flourish at our school.  Behaviour Policy is relaunched and embedded within the life of the school.  Behaviour improves.	
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We will explore ways of reducing our **energy costs**.



Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>Leadership and Management</b>  <b>SIAMS:</b> Strand 1 & Strand 3	To reduce energy costs through sustainability initiatives such as the operationalisation of our new heat pump, funded through the decarbonisation grant	SBM Site Manager	Pump operationalised by December 2022, with financial savings becoming apparent over next 2 years	N/A	Energy costs decrease (or slower than anticipated increase in energy costs linked to swap to more efficient/ environmentally friendly fuel sources)  School signs up to the Let's Go Zero programme, with a view to reducing its carbon footprint.	
<b>Leadership and Management</b>  <b>SIAMS:</b> Strand 1	To further develop system for ordering consumable items within school (establishing a shared store and pooling all resources to avoid unused stores in each classroom), enabling economies of scale	SBM	Summer 2023	N/A	The number of exercise books ordered during the year decreases. The number of unused items stored in school will decrease. Consumable items mainly ordered on an as-needs basis rather than in one large order at the start of the academic year.	
<b>Leadership and Management</b>  <b>Personal Development</b>  <b>SIAMS:</b> Strand 1 & Strand 3	To engage the children in seeing energy saving as everyone's responsibility, establishing a range of pupil-led class and school-wide initiatives to save energy	Eco-Warrior Lead	Summer 2023		All children aware of the need to reduce energy, with all (particularly KS2) proactively helping to reduce the school's energy use (e.g. challenging teachers to turn off lights and projectors)	

We will explore ways of supporting our families during the current cost of living crisis.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>Leadership and Management</b>  <b>SIAMS:</b> Strand 4	To publicise the school's new school uniform policy and ensure that all families feel able to access to access financial support to buy school uniform if needed (whether through second hand sale or Pupil Premium funding/ hardship funds)	SLT SBM CFC	Christmas 2022	Bulletin Website	All children have and wear the correct school uniform.  Families under financial pressure receive free uniform without any stigma attached.	
<b>Leadership and Management</b>  <b>SIAMS:</b> Strand 1 & Strand 4	To regularly and consistently communicate our willingness to support families in any way that we can e.g. through publicising free activities, considering allowing parents to pay for childcare in instalments rather than half-term blocks if helpful	SLT SBM CFC	Ongoing	Bulletin	Communication is effective and families in need openly accept the support given.	
<b>Leadership and Management</b>  <b>SIAMS:</b> Strand 1 & Strand 4	To maximise the number of pupils for whom Free School Meals applications have been made (so that any family falling into eligibility will immediately receive support) and destigmatise the concept of FSM application	SBM Headteacher (Bulletin)	Ongoing	Merton Bulletin	All families with UK national insurance numbers have made an FSM application (primarily achieved through requesting this information in our new joiner paperwork and regular updates through the Friday bulletin)	

Whilst the above are our key priorities for 2022-2023, we will also continue with the following strategies for improvement:

<b>Ofsted Area</b>	<b>Strategies</b>
Quality of Education	Raise attainment in Maths at KS2, especially with regards to the lower attainers at KS1 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.
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 develop our lunchtime play provision, by creating Zones with different activities, and developing our Quiet Reflective space.
Personal Development	Continue to ensure that all have equal access to the enrichment opportunities available Continue our work on being an Eco-school and sign up for the Let's Go Zero project
Leadership and Management	Maintain highly effective safeguarding processes with due regard to the current KCSIE 2022 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 Form links with local schools to share ideas and carry out visits to further develop the learning environment in line with the EYFS framework.