


HOLY TRINITY C of E PRIMARY SCHOOL



School Improvement Plan

2021-2022

Growing together as children of God



Introduction



This plan has been created as a result of a review of the objectives in 2019-2020, and following analysis of the end of year data from 2018-2019. As a result of COVID-19, there is no end of year data from 2019-2020. Data in SEF and SIP is from end of 2018-2019.

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 2021-2022



Growing together as Children of God

We will hold unswervingly to our Christian values and will be a praying 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 ensure that all children continue to **recover** from the impact of the COVID-19 lockdowns so that all are appropriately challenged and supported to achieve their full potential, through quality first teaching, and specific interventions.

We will continue to develop the **curriculum** (intent, implementation and impact) to ensure that the school always provides a rich, varied and exciting curriculum that inspires the children and develops progression of skills and a love of learning.

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 mental health and **well-being** for children, families and staff, through developing our ELSA support, and Early Help support.

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

We will promote **diversity and inclusion** in our school community so that all feel unique, loved and valued.

We will continue to explore ways of maximising our income and minimising our expenditure to develop **financial stability**, and ensure the most effective use of our finances.

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



Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
SIAMS	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	
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	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 ensure that all children continue to **recover** from the impact of the COVID-19 lockdowns so that all are appropriately challenged and supported to achieve their full potential, through quality first teaching, and specific interventions.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Quality of Education	To ensure all pupils have opportunities to recover from the impact of lockdowns on their mathematical understanding by following the DfE recommended NCETM curriculum.	Maths Leads Deputy Head	Ongoing	Maths Subject Leader time NCETM resources manipulatives for classrooms PD meetings	End of year assessments show that all pupils have met the Ready to Progress in criteria in maths for their year group.	
Quality of Education	To ensure all children are challenged, especially in subject where their attainment is high, whilst delivering the recovery curriculum in Maths and English, by planning rich activities that deepen knowledge.	SLT All teachers	Ongoing	PD Meetings Co-planning opportunities with Curriculum Lead	High attainers are engaged and motivated in lessons and their work shows a deeper understanding and ability to apply this in a range of contexts.	
Quality of Education	To implement a targeted recovery intervention programme by offering teacher-led group and 1:1 tuition sessions, in areas identified areas of weakness.	Deputy Head	By October half term	Pupil data Classrooms	Pupils identified as below or working towards in either reading, writing or maths have made accelerated progress.	
Quality of Education Leadership and Management	To develop a rigorous monitoring (<i>Monitoring, Evaluation and Review</i>) cycle with the introduction of a Standards, Teaching and Learning Leader role, in order to identify areas for celebration and development.	SLT Teaching and Learning Lead	Ongoing throughout the year	Designated time given to ST&L Leader Monitoring Calendar	<i>Monitoring, Evaluation and Review</i> programme is robust. All staff are clear on the standards of teaching and learning expected. Planning, books and pupil voice demonstrate consistency across the school. Staff report that they feel encouraged in their development as a teacher through the programme.	

					Children make effective progress as a result of the impact of the staff development.	
Quality of Education Leadership and Management	To maintain and develop quality first teaching in all classes by providing all teachers with high quality CPD opportunities and developing a coaching culture throughout the school.	SLT	Ongoing	Merton & SDBE training Time given to observe in other classes and schools PD Meetings focusing on professional dialogue	Teachers feel confident in their ability to meet the needs of all learners across the curriculum. Teachers have excellent subject knowledge in all subjects they teach.	

We will continue to develop the **curriculum** (intent, implementation and impact) to ensure that the school always provides a rich, varied and exciting curriculum that inspires the children and develops progression of skills and a love of learning.

Ofsted Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Quality of Education	To provide children with a range of learning opportunities to increase their recall of the multiplication tables.	Maths Leads All teachers	Ongoing	Times Table Rock Stars Sumdog MyMaths	At the end of Year 4, pupils can fluently recall their multiplication tables in the statutory MTC (Multiplication Tables Check)	
Quality of Education	To participate in the DfE Mastering Number programme to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2.	Maths Leads Deputy Head EYFS & KSI Lead teachers	Ongoing	NCETM programme	At the end of Year 2, pupils will have a good number sense and feel more secure when working with numbers.	
Quality of Education	To enhance training in phonics and reading programmes to ensure high quality teaching in these areas.	Reading/Phonics Lead Phonics Expert Teacher	Throughout the year	Phonics resources	Staff are confident in the teaching of phonics and reading, as evidenced in the skills audit. Children achieve well in the Year 1 (and Year 2) Phonics Screening (above National and Merton)	
Quality of Education	To review the effectiveness of the curricula schemes of work (art/DT/science/history/geography) introduced in 2020-2021 to ensure progression of skills. To maintain and develop our curriculum by ensuring the progression of skills and curriculum content are mapped across the school.	Deputy Head Subject leaders Teachers	Autumn term	Schemes of work Skill Progression documents Subject Mapping documents Subject Leader time	Curriculum continues to be exciting, broad and balanced. Curriculum continues to ensure children progress in their skills. There is a clear and relevant progression of knowledge and skills across all subjects from EYFS to Year 6.	
Quality of Education	To develop the expertise of subject leaders through high quality CPD and regular monitoring of their subject.	Deputy Head Subject Leaders	Ongoing	Planning Books Pupils	Subject leaders are clear on their vision for their subject	

Leadership and Management				Subject Leader time	and the intent, implementation and impact is measured.	
Quality of Education	To celebrate our rich and engaging curriculum on the school website but developing the curriculum pages so that they reflect the intent, implementation and impact of all our subjects.	Deputy Head Subject Leaders	By end of Autumn term 2021	Curriculum documents Subject Leader time	The website clearly displays the intent, implementation and impact of the curriculum across the school and in all subjects.	

We will prioritise mental health and **well-being** for children, families and staff, through developing our ELSA support, and Early Help support.

Ofsted Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Behaviour and Attitudes	To maintain our proactive approach to anti-bullying through the promotion of anti-bullying ambassadors from year 6	PSHE Lead All Staff CFC Committee	Ongoing	Badges (Diana Awards) Ambassadors to produce assembly and run initiatives	School maintains its proactive approach to eliminating bullying incidents. Incidents of bullying are reduced.	
Behaviour and Attitudes Personal Development	To maintain the effective support given to families and staff in order to signpost them to tools to promote positive well-being at home and at school.	PSHE Lead Mental Health First Aider All Staff CFC Committee	Ongoing		Termly newsletter and/or a section to be added to the weekly bulletin detailing any new support or initiatives	
Behaviour and Attitudes Personal Development	To further enhance the school as a Healthy School through promotion of healthy eating and physical activity.	PSHE Lead CFC Committee PE Lead All Staff	Ongoing		To maintain the Gold Healthy School Award by updating/renewing the Bronze Award in line with requirements	
Behaviour and Attitudes Personal Development	To introduce a lunchtime club (Chameleon Corner) in order to improve the lunchtime experience of all children (particularly vulnerable children) who are struggling to maintain friendships and cope with the sensory challenges of the playground.	PSHE Lead Deputy Head	By third week of autumn term		All children (particularly vulnerable children) will feel safe and happy at lunch times. We will be able to collect data about children's lunchtime experiences so that we can provide further support during unstructured times.	
Behaviour and Attitudes Personal Development	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.	
Behaviour and Attitudes Personal Development	To introduce Zones of Regulation as a tool to help children express, and manage their feelings.	Deputy Head and SENDCO All staff	Launched September 2021	Zones of Regulation posters/videos	Children are able to better express their emotions, and to find coping strategies when they are in the Red Zone, leading to improved behaviour.	

<p>Personal Development</p>	<p>To further promote individual/small group music lessons through liaison with Merton Music Foundation and other peripatetic teachers.</p> <p>To further develop participation in the school choir and orchestra.</p>	<p>Music teacher MMF Peripatetic teachers Parents/carers</p>	<p>From September 2021 onwards</p>		<p>More children learn a musical instrument.</p> <p>More children join the school choirs and orchestra.</p> <p>Children's wellbeing is enhanced through music participation.</p>	
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We will promote **diversity and inclusion** in our school community so that all feel unique, loved and valued.

Ofsted Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Leadership and Management Behaviour and Attitudes Personal development	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	Head and Deputy Whole School Governors	Year-long project	Integrity Coaching's course Governor Learning Walk	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 Behaviour and Attitudes	To participate in The Black Curriculum Project in order to fully embed diversity throughout the school in the curriculum, literature, visuals and the classroom.	Reading Lead Librarian SLT Teaching staff Governors	Ongoing	New books Black Curriculum Project resources Governor Learning Walk	Diversity audit shows diverse range of books, visuals and curriculum used. Well-rounded representation of characters, encouraging positive identity. Pupil voice shows that all children feel represented at school.	
Quality of Education	To support EAL children with no English using a range of recommended resources through 1:1 and adult led small groups. To conduct appropriate baseline assessments in order to indicate their cognitive ability, so that EAL is not confused with SEND.	SENCO SLT Class teacher and Support Staff	Ongoing	Race to English Duolingo CGP resources Nessy Diagnostic Maths Assessment Phonics resources from EYFS and KSI 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.	
Leadership and Management Quality of Education	To upskill the SENCO through the completion of the NASENCO Award. To train staff in supporting children with Speech and Language concerns, ASD and Attachment Disorder.	SENCO SENCO	Year-long course Ongoing	NASENCO Course Roehampton University MAOS LBL Training EP Service	SENCO will pass all assessment criteria and gain NASENCO Award. Behaviour management will be more effective throughout the day. Children will be supported to communicate	

SEND					their feelings using a range of strategies.	
Leadership and Management	To participate in Merton's whole school Attachment and Developmental Trauma programme.				Staff are confident in supporting children with attachment and developmental trauma issues.	
Quality of Education					Children with ADT flourish at our school.	
Behaviour and Attitudes						

We will continue to explore ways of maximising our income and minimising our expenditure to develop **financial stability**, and ensure the most effective use of our finances.

Ofsted Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Leadership and Management	To work with the Merton Church School Cluster to promote Church School education, in order to increase pupil numbers.	Merton Church School Cluster	Ongoing throughout the year	Promotional material	The number of pupils in the school increases.	
Leadership and Management	To form a link with a local Estate Agent in order to promote the school to new families moving into the area.	Headteacher SBM	Ongoing throughout the year	Promotional material	The number of pupils in the school increases.	
Leadership and Management	To maximise lettings occupancy through local advertising and networking, welcoming a switch to a regular Saturday afternoon client instead of one-off parties if a client can be found	SBM	Ongoing throughout the year	Promotional material / word of mouth	The profit received from lettings increases.	
Leadership and Management	To reduce energy costs through sustainability initiatives such as the government decarbonisation grant which could fund a heat pump	SBM Site Manager	Installation by Easter 2021, 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.	
Leadership and Management	To introduce a new 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	Christmas 2021	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.	
Leadership and Management	To maximise lettings occupancy through local advertising and networking, welcoming a switch to a regular Saturday afternoon client	SBM	Ongoing throughout the year	Promotional material / word of mouth	The profit received from lettings increases.	

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Whilst the above are our key priorities for 2021-2022, we will also continue with the following strategies for improvement:

Ofsted Area	Strategies
Quality of Education	<p>Raise attainment in Maths at KS2, especially with regards to the lower attainers at KS1</p> <p>Ensure that children arriving during KS2 receive the support they need to raise their attainment (In 2018-2019 19 children arrived in KS2 of which 9 did not meet the expected standard at end of KS2)</p> <p>Support parents to support their children through high-quality resources on the Learning Platform, and offering Parent Workshops</p> <p>Further develop our Maths Mastery approach by participating in London SW Maths Hub Maths Mastery Sustaining Programme</p>
Behaviour and Attitudes	<p>Continue to monitor attendance and punctuality to ensure that all families recognise the importance of being in school on time, and regularly.</p>
Personal Development	<p>Continue to ensure that all have equal access to the enrichment opportunities available</p> <p>Continue our work on being an Eco-school (Silver Award) and sign up for the Let's Go Zero project</p>
Leadership and Management	<p>Ensure the school is a safe place for children to learn in and has implemented the Government's measures to minimise the risk of COVID infection</p> <p>Maintain highly effective safeguarding processes with due regard to the current KCSIE 2021</p> <p>Continue to use Pupil Premium effectively</p> <p>Consider alternative ways of assessing children with SEND</p> <p>Continue towards journey of being GDPR compliant</p>
EYFS	<p>Continue to embed the new EYFS Framework (we were an Early Adopter School in 2020-2021), including implementing the new baseline.</p> <p>Focus on language development by training and implementing NELI within Reception</p> <p>Form links with local schools to share ideas and carry out visits to further develop the learning environment in line with new EYFS framework.</p>