

HOLY TRINITY C of E PRIMARY SCHOOL



School Improvement Plan

2019-2020

Growing together as children of God



Introduction



This plan has been created as a result of a review of the objectives in 2018-2019, and following analysis of the end of year data from 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 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 2019-2020



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 review the curriculum (intent, implementation and impact) to ensure that the school continues to provide a rich, varied and exciting curriculum that inspires the children and develops progression of skills and a love of learning.

We will teach the new RSE curriculum as an early adopter school

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 will enhance the quality of our PE teaching through the use of qualified sports coaches.

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 both children and staff.

We will continue to develop opportunities (through Share my Learning sessions, parent workshops, effective use of the school website) 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 adopt new behaviour policies and practices to ensure that behaviour in the classroom and playground is positive.

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.

Ofsted Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Quality of Education Teaching and Learning CPD	To ensure that all teachers have the support and resources they need to teach consistently good/outstanding lessons which inspire the children through: <ul style="list-style-type: none"> Relevant training and opportunities for a variety of CPD with a focus on pedagogy Appropriate appraisal targets Clear monitoring plan with timely/achievable feedback Accessible resources 	Governor ST & L Committee Phase Leaders Subject Leaders Mentors SLT Teachers	Ongoing	Phase/Subject Leader time	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 Staff meeting time is allocated to teaching pedagogy and staff report that the sessions have been valuable in improving their teaching	
Quality of Education Curriculum	To continue to review the curriculum in order to ensure there is breadth, progression and full coverage. To embed the curriculum intent. To review how the curriculum is implemented. To develop processes that accurately and effectively measure the impact of the curriculum.	Governor ST & L Committee Curriculum Lead SLT Teaching staff	Continuing from 2018-2019 – to be fully implemented by January 2020	Schemes of Work National Curriculum Curriculum maps	Curriculum intent drives all of our curriculum choices Staff are confident about why they teach what they teach Staff are confident about how they teach each curriculum topic The school invests resources into ensuring that the broad and balanced curriculum is exciting and inspiring for the children Feedback from children about the curriculum is positive Monitoring shows that the exciting curriculum is having a positive impact on the attainment and progress of the children	

Quality of Education English	<p>To continue to raise the attainment in reading and writing of all learners.</p> <p>To ensure quality texts are used to drive learning, inspire and engage learners.</p> <p>To implement the use of the 'Pobble' platform across the school to motivate learners and engage parents in writing.</p> <p>To raise the profile of spelling by embedding a whole school approach to spelling, which leads on from phonics teaching.</p> <p>To ensure all readers are adequately catered for in the choice of books in the library.</p>	Governor ST & L Committee All teaching staff English Subject Leader Phonics Leader	Starting September 2019	Power of Reading Texts Spelling scheme Polishing pens Subject leader time Staff meeting time	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 Book looks show that success criteria are being used consistently throughout the school, and are having an impact on improving the children's writing. Marking is purposeful – it informs planning, and children are aware of their next steps and what is required of them Spelling scheme used consistently across the school Library is stocked with books for all learners, but especially includes books for children with dyslexia, and for more able readers.	
Quality of Education Maths	<p>To continue to raise the attainment in maths for all learners.</p> <p>To further embed White Rose Maths Hub across Y1-Y6 as our Teaching Approach to Mastery, including developing our involvement in the South West London Maths Hub.</p> <p>To introduce WRMH into the EYFS maths curriculum.</p> <p>To further develop provision for 'Fluency' in lessons through regularly revisiting concepts, Times Table Rockstars and the 144 Club.</p>	Governor ST & L Committee All teaching staff Maths Subject Leader		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. Children are excited about their maths learning and report that they are challenged sufficiently Results show an increase in attainment of all learners regardless of their starting points. Maths Leader attends SW London Maths Hub training and cascades the content to other teaching staff.</p> <p>Monitoring and book looks show that children are rising to the challenges set in the lessons, and there is an improvement in fluency.</p> <p>Tracking of the progress of children in maths interventions shows that it is having a positive impact on their attainment, and that the gap between them and their peers is closing.</p> <p>Feedback from parents and children about the use of mymaths is positive, and homework has a positive impact on maths attainment.</p>	

	<p>To introduce the use of 'Mymaths' as the school's homework platform and ensure there is consistency in maths homework across the school.</p> <p>To evaluate the impact of maths interventions and develop/modify as necessary.</p>					
Quality of Education Phonics/ Spelling	To continue to monitor the teaching of phonics across the school to ensure consistency and effectiveness	Governor ST & L Committee Phonics leader Phase 1 leader	Ongoing	Letters and Sounds Read Write Inc	Teaching of phonics will be consistent throughout the school, and will lead into the whole school spelling programme 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	
Quality of Education Science	<p>To ensure that investigation-led science is taught regularly</p> <p>To review/revise planning, assessment and resources</p>	Governor ST & L Committee Science Leader Teaching staff	From September 2019	Science resources Science CPD	Investigations are taught Children report positively about their science lessons Assessment of science is accurate Attainment in science improves	
Quality of Education RE	To review the use of RE journals and consider the use of RE books to give further evidence.	Governor Faith Team Growing Together in Spirit Team RE Leader	From September 2019	RE books	Monitoring shows that the quality of work in the RE books is as good as, if not better, than work in the Learning Journals.	
Quality of Education PE	To raise the quality of PE teaching through the employment of a Sports Coach	Governor CFC Committee All teaching staff PE Subject Leader Sports Coach	Starting September 2019	PE Scheme Sports Coach CPD opportunities	Teachers' feedback is positive Lesson dips show an improvement in the quality of PE lessons Feedback from children is positive Fitness levels of children improve	
Quality of Education Art/DT	<p>To fully embed the 'design, make and evaluate' process within the DT provision.</p> <p>To raise the profile of art and design within the school and local community, particularly with</p>	Governor ST & L Committee Art Leader DT Leader Teaching staff	Starting September 2019	Schemes of work Use of local artists Community projects	Children's work has been inspired by artists Children's work is displayed around the school and community increasing the children's pride in their work The quality of art/DT improves Children are excited about art lessons	

	regard to the showcasing of children's work.					
Quality of Education PSHE RSE	To implement the RSE curriculum as an early adopter school. To investigate further tools to assess the impact of PSHE To teach first aid to the children	Governor CFC Committee PSHE Leader Teaching staff	Starting September 2019	PSHE Association Jigsaw scheme of work Zippy and Apple's scheme of work RSE scheme of work	PSHE curriculum and RSE curriculum are up-to-date and being taught Children respond well to PSHE/RSE lessons, and report that they have found them helpful PHSE assessment tool enables accurate assessment of the impact of PSHE lessons Children are given the tools they need to perform basic first aid	
Quality of Education EYFS	To continue to develop the reception learning environment (inside and out) by creating zones To further develop the use of ICT with the EYFS	Governor ST & L Committee Early Years Team ICT Lead	By April 2020	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. Technology survey completed at home gives overview of children's technology use.	
Leadership and Management 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. To develop one to one programmes in areas of need for each pupil as EEF research shows that 1:1 sessions have the most impact for closing the gap. To develop better communication with families of children eligible for PPG to improve the academic support received outside of school.	Governor ST & L Committee Pupil Premium Lead SLT All teaching staff Inclusion Leader Subject Leaders	Ongoing		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	
Leadership and Management	To update/improve the IEP format particularly relating to children with EHCPs	Governor ST & L Committee SENDCOs	Ongoing	New format	IEPs clearly show SMART targets for children with SEND to work towards IEPs clearly show the progress children have made	

Inclusion including SEND EAL	<p>To develop an assessment system to monitor the progress of children with SEND</p> <p>To enhance provision for children who have English as an additional language in KS2</p>	Class teachers SLT TAs/1:1s	New IEPs to be used from September 2019	<p>New assessment system</p> <p>Speech and Language Training</p> <p>EAL Parent Coffee Morning</p> <p>EAL training</p> <p>EAL Induction Pack</p>	<p>The progress of children with SEND is accurately measured (through assessment of IEP targets) and celebrated</p> <p>Families who have English as an additional language or who are new to English feel welcomed at school</p> <p>Children with EAL make good progress as a result of timely and effective support</p>	
<p>Behaviour and Attitudes</p> <p>Resilience</p>	<p>To continue to teach children to be resilient through the use of Zippy and Apple's Friends (Year 2/3) and the wider PSHE curriculum.</p> <p>To revisit the concept of Growth Mindset, sharing with staff, pupils and parents so all understand what it is and how vital it is for building resilience.</p>	Governor CFC Committee PSHE Leader Phase 1/2 Leader Teachers/TAs	From Autumn 2019	<p>Apple's Friend Scheme</p> <p>Zippy's Friends Scheme</p> <p>PSHE Scheme of Work</p> <p>Collective Worship</p> <p>Displays</p>	<p>Feedback from children/parents is positive, with children better equipped to cope with the demands of the curriculum, and better prepared as they move through each year group</p> <p>Weekly resilience certificate is given out</p> <p>Children understand that it's OK to make mistakes</p>	
<p>Personal Development</p> <p>Environment</p>	<p>To further develop the role of the Eco-Warriors through implementation of recycling projects.</p> <p>To continue the school garden project.</p>	Governor CFC Committee Eco Lead Eco Warriors Whole School	Ongoing	<p>Community schemes</p> <p>National schemes</p>	<p>School actively participates in schemes which protect the environment.</p> <p>Children are actively involved in growing plants in the school garden.</p>	

Areas for development

2020-2021	2021-2022
<p>Continue to review the curriculum to ensure it is varied, exciting and develops skill progression</p> <p>Review English curriculum (including Power of Reading focus)</p> <p>Eco-School focus</p>	<p>Review RSE/PSHE curriculum</p> <p>Review Maths curriculum</p>

Personal Development Character Education	To introduce a 'Growing in Awesomeness' initiative to promote character education.	PSHE Lead SLT	Launch October 2019	Growing in Awesomeness Booklets and stickers	Children enthusiastically participate in the scheme The school celebrates the 'whole' child. Children's character is developed Children, school and families recognise the huge importance of character development.	
Personal Development After School Club and Extra Curricular Activities	To expand the after-school club provision to enable more families to benefit from it. To review the quality and variety of after-school activity clubs on offer each term.	ASC team SBM Governor Business Committee	From September 2019	Equipment Sports Coaches	After-school club will have expanded providing support for local families Provision is high quality Feedback from children and parents is positive Income is generated for the school A variety of clubs are on offer each term. Feedback from children and parents is positive	
Quality of Education/ Personal Development Sports Provision	To enhance our extra-curricular sport provision and our involvement in sport competition and events, through the strategic use of a sports coach.	PE Lead SLT Sports Coach CFC Governor Committee	From September 2019		Teams representing the school are trained prior to competitions Sports Coach attends all competitions representing the school Holy Trinity wins some competitions Feedback from children and parents is positive	
Quality of Education/ Personal Development 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. To provide opportunities for teachers to visit other schools to see lessons, talk to the teachers and see other planning and children's work. To develop a system for reporting on teacher performance so that all lesson feedback, planning and work scrutiny, data and appraisal targets are stored in one place.	Appraisers/ Appraisees Governors	Targets set by 31 st October 2019 Mid-year review – Feb 2020 End of year review July 2020	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.	

Leadership and Management Safeguarding	To implement an online Safeguarding recording/reporting system (MyConcern).	DSLs All staff Governors	Starting September 2019	MyConcern team DSLs	All staff can confidently log concerns onto the online system DSLs use online system effectively to log all safeguarding concerns and the subsequent actions Reports for Governors are generated	
Personal Development 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	Class Codes of Conduct September 2019		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	
Personal Development Healthy School	To apply for Healthy School 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 the 'Healthy Habits' initiative – encouraging children and families to make healthier food choices (packed lunch), eating school dinners To develop links with local gyms (especially Nuffield Health) to promote healthy lifestyle choices.	Governor CFC Committee PSHE Subject Leader PE Leader SBM/HT HT/SMSAs	Ongoing	Chartwells Nuffield Health	Gold 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	
Leadership and Management 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 	SLT Governor Business Committee Office Staff Nursery staff	Ongoing		Increased value of school-generated income Holy Trinity is able to offer 30 hour nursery places which generate income Volunteer from the school community identifies suitable grants and applies on behalf of the school	

	<ul style="list-style-type: none"> Ensuring the strategic use of parental contributions Exploring grant-funding opportunities Maximising the value of money received through Gift Aid and Match Funding Explore 30 hour nursery provision 		September 2020?			
Leadership and Management Parent Involvement	To work together with families to nurture and develop the whole child.	All CFC Governor Committee	Ongoing	Workshops Share my Learning Website	Parents understand how they can support their child at home Feedback from parents about workshops etc is positive and has a positive impact on their child's learning	
Personal Development School Environment	To encourage a whole school approach to tidiness by introducing a tidy shield	All	Re-Launched September 2019		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

2020-2021	2021-2022
Consider play space – astro turf renewal raising funds via a separate fundraising campaign? Continue to work out ways of reducing costs and increasing income	Staff review Building review

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Ofsted Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
Personal Development SIAMS	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 To ensure SLT are aware of the changes within the new SIAMS framework	HT HT and Cluster	Ongoing	Collective Worship resources	Children understand that Christianity is a world religion SLT understand the demands of the new SIAMS framework	
Personal Development Christian Ethos	To continue to embed the Christian ethos into the life of the school, especially within the policies of the school. To develop a Christian Union for pupils.	HT Faith Team Governors Business Committee	Ongoing		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. School policies reflect the Christian ethos of the school Children's faith deepens.	
Leadership and Management Safeguarding	To maintain highly effective safeguarding practices throughout the school. To review risk assessments for school trips and residentials To develop a set of guidelines for staff and parent helpers on school trips To continue to use Neglect Mapping Tool as Early Help in identifying vulnerable pupils and families.	All HT Staff	Ongoing Starting September 2019	Merton LCSB Merton template EVCO training	All staff and governors are appropriately trained in safeguarding and the use of MyConcern 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 All visits and residentials are thoroughly risk-assessed Parent helpers are fully briefed before going on a trip and understand school policies, especially in relation to the use of mobile phones Vulnerable families receive the Early Help that they need.	

Leadership and Management Data Management	To continue towards the journey of being GDPR compliant.	SLT Office Staff Governors – Business Committee	Ongoing		All aspects of the data protection policy are adhered to.	
Behaviour and Attitudes Behaviour Policy and Practices	To fully embed the 'Growing together' rules throughout the school. To revise the Behaviour Policy and Practices and system within the school ensuring that it reflects our Christian ethos and values.	HT & all staff JLT CFC Governor Committee	From September 2019		Growing together rules are embedded and routinely followed throughout the school New behaviour system is used consistently throughout the school Staff, pupils and parents report improved behaviour	
Personal Development 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 2019		Pupil voice is heard and acted upon	
Personal Development 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

2020-2021	2021-2022
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