

2021-2022

Holy Trinity c of e primary school

SCHOOL Development PLAN

Our long-standing mission is to provide ‘Excellent education in a Christian Environment’.

The ethos of Holy Trinity School is built upon love, 'Love your neighbour as yourself.' Matthew 22:39.

Our vision is for all pupils to achieve their fullest potential in all aspects of their lives. Our curriculum is designed to provide a rich and varied programme of activities and learning experiences to meet the needs, interests and aspirations of all learners, within and beyond the school day. The curriculum develops the ability for our children to flourish and gain a deeper view on life; understanding that children flourish because of diversity and we understand that this happens at different times and speeds. Flourishing enables children to look outwards, self-improve and deepen their knowledge.

We expect that all children will become creative, confident and respectful young adults who approach the next stage of their learning journeys with determination, enthusiasm and an ambitious outlook for their futures.

We believe that it is important that children have a strong awareness of their local community and locality and of whom they are and where they fit in the world. We want children to think about what they will do with what they have been given, thus ensuring they become committed learners (Matthew 25). We believe that successful learning depends on a positive partnership between home school and the wider community.

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| Key Issue | Intent | Implementation | Impact |
| Quality of Education | To ensure ‘Recovery’  To further develop and embed the whole school curriculum through the Lead Learners project.  To deliver a curriculum underpinned with powerful knowledge and education with character.  Ensure the implementation of new Early Years Framework.  Ensure the implementation of the new Reading Framework | Identification of pupils who require additional support to ‘catch up’ following pandemic.  Reviewing and revising current curriculum and refining current curriculum statement; ensuring that it is research and evidence based and relevant for our context.  Children have access to the best that has been said, thought and done.  Children are exposed to challenges requiring persistence and determination.  Delivery of curriculum within new framework and assessment aligned with new framework. | Narrowing of the attainment gap.  New curriculum approach embedded.  All children will become creative, confident and respectful young adults who approach the next stage of their learning journeys with determination, enthusiasm and an ambitious outlook for their futures.  Children will be exposed to situations where their thinking and opinions are challenged.  Smooth transition to new Early Years framework.  Smooth transition to new Reading Framework |
| Behaviour and Attitudes | To maintain a strong Chrsitian Ethos where Christian Values under are embodied and expectations are high.  To continue to develop children’s learning skills and maintain a culture for learning where expectations are high and children display resilience and take risks. | Children continue to develop through their learning journey and develop mutual respect, acceptance and love throughout the community.  The development of Triple P in Early Years. | Children consistently display high levels of behaviour and conduct in the classroom, around school and in the wider community.  Parents are working in partnership with school from Early Years onwards to develop positive behaviour systems at home which complement those in school. |
| Personal Development | To establish a consistent approach to teaching and learning in health and wellbeing, in particular emotional and mental health.  To embed the consistent approach to PSHE /SRE | All Teaching Assistants are trained to deliver Thrive intervetntions.  SLT are trained and understand Thrive assessments and interventions in order to plan individual support.  Mindfullness is used to support pupils  Jigsaw is used to teach PSHE & SRE  Alliance Trailblazer work lcosely with school and home to support pupils at a whole class, small group and individual level.  Children have access to a wide range of extended curricular activities. | Vulnerable pupils are supported through the Thrive approach and are better equipped to understand how to keep physically and mentally healthy.  Vulnerable pupils are supported through Alliance Trailblazer service within school at an early stage.  Children are equipped to be responsible, respectful, active citizens who contribute positively to school community and wider community. |
| Leadership and Management | To review and reorganise subject and curriculum leadership responsibilities- deepening leadership skills through the development of subject, pedagogical, and pedagogical content knowledge of staff.  To sucession plan for the future leadership of the school through accredidted CPD for middle leaders.  To further devlop the Academy Council by appointing new Councillors  To continue to ensure that learners are protected and kept safe (Safeguarding). | For teaching staff to develop the role of subject leader in new their curriculum areas and ensure smooth handovers and the ownership of a subject area.  Middle leaders to participate in NPQSL accredited CPD  To undertake a skills audit to identify gaps, advertise and appoint new Academy Councilors  Children are kept safe in line with updated guidance. | Subject leaders can clearly articulate the intent of their new subject areas and can evidence the impact of their implementation approach.  Leaders to carry out project worked linked to the school development priorities, which in turn impact positively on CPD for the wider staff and thus the provision of education for all pupils.  To have a wider skills set and experience on the Local Academy Council who in turn can support and further develop the LAC.  Staff are trained in updated guidance follow policies and procedures consistently and effectively |

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| **Key Issue 1** | | **Quality of Education** | | |
| **Intent** | **Implementation** | | **Impact** | **Personnel/**  **Costings (Time/**  **Expenditure)** |
| **Recovery** | | | | |
| To enable our students to continue to develop their **emotional resilience**; developing their **self-regulation** and **learning how to learn** in a school environment once again whilst offering a full curriculum to enable children to **flourish**.  To ensure an accurate baseline for all pupils to ascertain where to direct additional support for ‘catch up ‘ . Identifying gaps in curriculum coverage and ensuring future coverage is planned and secure | * Children have the opportunity to rediscover their love of learning through ensuring quality first teaching and full curriulm coverage * Curriculum organisation will be revisited in line with new frameworks ( Reading / EYFS) * Children given the time and opportunity to re-establish structures and routines, addressing gaps in learning whilst learning new skills thus building emotional resilience. * Individual needs assessed and a greater understanding of community needs are apparent. * Children further develop care, compassion and creativity. * Re establish the WOW elements of the curriulum | | * Structures and routines are re-established and a positive learning environment is clear throughout the whole learning journey. * Curriculum organisation will match requirements * Children have the opportunity to develop emotional resilience and work on key learning skills in order to make progress academically and mentally. * Children are targeted for support- whether it be emotional or academic development- and support will be clear. * Individual needs are assessed and all recovery/interventions are specific to the needs of the individual. * For Educational visits and in school experiences to be resetablished to support and enhance the curriculum. | **All Staff**  **1 x staff meeting per half term** |
| **Early Years Framework** | | | | |
| To provide a practical and playful approach to learning, based on the needs and interests of the children. We aim to provide motivating first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. To continue to develop curriculum maps to ensure progress across Nursery and Reception. To ensure learning is planned to encourage children to develop independently and through exploration and challenge.  To continue to develop within the indoor and outdoor environment to stimulate and enhance children’s learning. To continue to provide asessments through combination of observation, teacher input and continuous provision opportunities. | * Children make their own decisions about where they learn best and teachers ensure that there are opportunities for all areas of learning both inside and outside. * Children are provided with opportunities that they have not experienced and enhances their learning in school. * Learning is planned and direct teaching and child iniated activities encourage children to develop independently. * Ensure cross curricular links icombine transferable skills and develop a wide-ranging vocabulary which underpins the children’s learning. * To ensure all staff are trained and follow the rigorous phonics and reading program Little Wandle to ensure good outcomes and consistant approach throughout school. * To ensure Maths Mastery approach in Reception with an emphasis on studying key skills so that pupils develop deep understanding and the acquisition of mathematical language. * To ensure new assessment procedures and data collation tracks children ‘on track’ using Developmental Matters and new Early Years Framework * Intervention and support is in place to enhance and scaffold children who may not be reaching their potential. | | The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1.  Children develop within the indoor and outdoor environment and these areas stimulate and enhance their learning.   * Children have the confidence to use terminology and correct vocabulary * Children apply knowledge of phonics and reading to all areas of the curriculum * Parents appropriately supported children * Staff have a deeper knowledge of the child development and the curriculum * Progress is evident within the EYFS curriculum * Greater communication with parents and how they can support their child * New assessment procedures in place | **DW**  **JW**  **1 x PD twilight** |
| **Religious Education/SIAMS** | | | | |
| To enhance the **clarity** of the **distinctive Christian Vision** and the ability of all stakeholders to **articulate** this vision.  To continue to provide **excellent education** in a **Christian environment**, ensuring **high quality opportunities** for worship and high quality curriculum covering Understanding Christianity and Durham/Newcastle Syllabus. | * Enhance the clarity in which all stakeholders can clearly articulate the distinctively Christian vision and how the ethos, mission and vision seamlessly interlink to holistically shape the strategic direction of the school. * Through close collaboration, re establish, following the pandemic, the mutually beneficial partnership between the local church, the school and the communities they both serve. * To re establish face to face, whole school Worship * Ensure that the new relationships and sex education (RSE) policy reflects the guidance in the document ‘Valuing All God’s Children’. * RE is taught through a variety of mediums- including art- and children can create/comprehend/analyse artwork | | * The Christian Vision is clearly articulated and the shape and direction of the school’s mission is holistic. * Worship in church is carefully planned alongside Father Philip. Significant events across the school year return to being celebrated in church with the wider school community. * Worship is carefully planned across the year; enabling all members of the school community to participate in a range of acts of worship and offer opportunity to explore their own spirituality. * RSE is taught effectively for all pupils * Children are taught a balanced Religious Education curriculum where they are offered the opportunity to discover the lives of people of all faiths and none. * Subject monitoring- Lessons Observed, Book Scrutinies and Assessment continue to reflect high standard of learning for all pupils. * Children are confident when reading and using The Bible. | **JB**  **JF**  **Father Philip**  **AB**  **1 x half term staff meeting** |
| **Reading, Spelling and Vocabulary** | | | | |
| To embed a rigorous approach to the teaching of phonics and reading, developing learners’ confidence and enjoyment in reading in line with the new Reading Framework. Thus enabling children to gain a greater knowledge of phonics, vocabulary and become fluent readers in order to gain better access to to all subjects. | * All staff trained in new reading framework * New validated synthetic phonics scheme purchased along with resources & CPD * All staff trained in new phonics scheme * Audit of decodable books undertaken, bandings removed & new books purchased to link to phonics, ensuring fidelity * Rescources purchased for the development of guided reading * Vocabulary development through reading high quality literature from Nursery onwards * Specific interventions used close to gaps in speaking / listening , phonics & spelling ,spelling and ensure success for all pupils. * Reading policy rewritten to reflect new framework , resources and organisation including launch to parents * Phonics policy re written to reflect new framework, resources and CPD * Reading areas established in all classrooms to encourage a love for reading. * Curriulum organisation reconfigured to take account of reading framework | | * Staff understand the importance of teaching phonics and reading as a gateway for all pupils to access life long education. * Validated synthetic phonics scheme purchased, * CPD completed and being effectively taught from Nursery onwards * Selection of decodable books purchased thus ensuring fidelity and links to phonics being taught * Selection of decodable book sets purchased for guided group reading thus ensuring fidelity and links to phonics being taught * Class books and novels established and read daily from Nursery onwards * Identifed pupils receive additional support and effective interventions and make good progress * New Policy embedded across school * New policy embedded across school * Classroom reading areas established with agood selection of books matched to curriculum, pupil interest, age related familiar books * New expectations in place in all classrooms | **25 K allocated from outturn**  **KR**  **DH**  **6 x P D Twilight** |
| **Writing** | | | | |
| To develop written work **across the curriculum** through **embedding** a rigorous approach to **editing**. To enable staff to be **creative** with writing planning- thus enabling children to write with **confidence** across a range of **genres** and **subjects**. | * Revisit and reestablish handwriting policy in line with new Reading Framework * School editing policy includes aspects of vocabulary development to improve the quality of writing. School editing policy refined through student and teacher voice discussion. Share editing process with all staff and children and create an editing guide. * Curriculum areas have a written focus and children’s writing books include writing from different genres and subjects. Genre progression map to be refined and shared. * Use of visits and visitors to expand vocabulary and experiences. * Vocabulary development through reading high quality literature. | | * Policy to reflect script to be used and when cursive writing is to be explicitly taught. * To increase knowledge of vocabulary and ensure that children remember and use a wider vocabulary base when speaking and writing. * To improve children’s knowledge of precise grammatical terminology, appropriate to their age. * To improve the ability of children across school to edit and improve their written work across the curriculum. * To develop written work across the curriculum and widen reading tasks in all curriculum areas. | **KR / DH/ DW**  **1 x PD Twilight**  **1 x staff meeting per half term** |
| **Mathematic Fundamentals** | | | | |
| * To become **fluent** in the **fundamentals** of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils **develop conceptual understanding** and the ability to recall and apply knowledge rapidly and accurately; * To **reason mathematically** by following a line of enquiry, **investigating** relationships and making generalisations, as well as providing a **justification** or proof using **mathematical language.**   To **prepare** children for the challenges of Y4 Statutory **MTC**. | * To ensure the use of Mathletics across school to close the gap between ARE children and children working below ARE using personalised learning. * To evaluate current resources for Maths and include resources which will support mastery approach * To update the whole school Superhero Multiplication system to correspond with Mastery Approach to Mathematics * To create ‘Maths Meetings’ / ‘busy pictures’ document and introduce to staff as discussed with School Improvement Partner to promote discussion and reasoning around maths * Maths Teaching for Mastery Research Group (September 2021) which include school support visits from a mastery specialist and 6 teacher research groups (watch maths, discuss and engage collaboratively in PD and planning tasks). | | * We recognise that Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. * Pupils are more confident when tackling reasoning and problem solving activities. Children, across school, will achieve higher scores when undertaking Reasoning Test papers. Children have access to more resources in order to support the teaching of mastery, improving mathematical knowledge and skills. * Children in Year 4 are prepared to undertake Statutory MTC Test in 2022. Times table knowledge to continue to progress (NC target children to know x12 by Y4) * Mathletics supports reasoning and problem solving and to be used to develop personalised intervention. | **DH**  **1 x Staff meeting per half term** |
| **Inclusion and equality** | | | | |
| To construct and **adapt** a **curriculum** where all learners, particularly the disadvantaged and those with SEND have the **knowledge and skills to succeed** in life. | * Curriculum is planned and sequenced carefully to meet the needs of all learners * SENDCO works closely alongside colleagues to identify and plan for pupils with SEND to access the curriculum. * To ensure staff are training to support children with specific needs * Policies and procedures are consistently used to support all learners. | | * Pupils are equipped with sufficient knowledge, learning and skills for future learning and employment. | **DW**  **1 x staff meeting per half term** |

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| **Key Issue 2** | | **Behaviour and Attitudes** | | |
| **Intent** | **Implementation** | | **Impact** | **Personnel/**  **Costings (Time/**  **Expenditure)** |
| **Recovery** | | | | |
| Supporting pupils to understand their emotions and feelings and begin to process the experiences they have had. Supporting pupils to re-learn some **positive behaviour** which they may have forgotten being outside of the school environment. Supporting pupils to engage with **self-regulation** strategies and tools which help me to feel safe and calm. Supporting pupils to understand the **world we live** in with tools and strategies to help them process what is different and what we can do to help. | * Clear routines which are supported by clear communication. * The structure will be supportive and provide opportunities within this that enables and allows pupils to express themselves and express the experiences they have had whilst they were not at school. * Therapeutic approaches to support behaviour and emotions. * Therapeutic tools to support pupils in communicating with us such as building in regular discussion time, play times, tools such as Thrive. * Regular sessions to support pupils to explore their feelings as well as modelling processing and talking about feelings and emotions linked to this experience. * Regular opportunities for pupils to engage in self-regulation activities such as with sensory breaks, active breaks, and use of resources which support individuals. In addition, there will be lots of opportunities for pupils to practise their communication so that they are able to feel like they have a voice and are able to express their wants and needs. * To support families with learning though approaches such as Thrive, Triple P and Trailblazer | | * Children will have clear routines and communication will be strong between school and home. * Behaviour and Rewards policies will be audited and updated to ensure smooth transition back in to day-to-day school life. * Thrive, Trailblazer and Triple P will be used with targeted children and families to ensure that children feel safe, secure and helped in school. * Communication in the early stages will be key and there will be a strong approach to discussions and communication stages. * Families of all children will feel supported through all stages of learning | **DW**  **SW**  **All TA’s**  **All Staff** |
| **Behaviour Principles** | | | | |
| To maintain a **Christian ethos** where **Christian Values** are embodied, where expectations are high and **mutual respect, tolerance** and **love** reverberate through the community.  To **foster** the values of **friendship** and **determination**. | * Whole staff and Academy Councillors to become familiar with DNDLT Behaviour Principles. * To review and revise School Behaviour and Rewards Policy alongside staff and pupils. | | * All staff, including external providers, adhere to School Behaviour and Rewards Policy. * Children consistently display positive behavior towards learning. * Children consistently display high levels of behaviour and conduct in the classroom, around school and in the wider community. * Relationships among learners and staff reflect a positive and respectful culture. | **1 x meeting**  **AB** |
| **Learning Skills** | | | | |
| To maintain a **culture** for learning whereby children are set **high expectations**, display **resilience** and **take pride** in their achievements. | * Children are specifically taught about the learning skills required to be successful. * Pupils identify skills that they feel they are required to work on and these skills are evaluated half termly. | | * Children understand the skills required in order to be a successful learner. * Children are committed to their learning, are resilient to set backs and take pride in their achievements. | **1 x meeting** |
| **Attendance** | | | | |
| To ensure that parents follow the guidelines set in order for their children’s attendance to be of an acceptable standard. | * To work alongside the DNDLT and the LA Attendance Officer to re-evaluate and revise the attendance policy and procedures, especially in terms of term-time holidays. | | * Number of term-time holidays is reduced. * Learners have high attendance and are punctual. | **1 x month meeting AB / SD** |

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| **Key Issue 3** | | **Personal Development** | | |
| **Intent** | **Implementation** | | **Impact** | **Personnel/**  **Costings (Time/**  **Expenditure)** |
| **Mental Health** | | | | |
| To establish a **consistent approach** to teaching and learning in health and wellbeing, in particular emotional and mental health. | * All TAs deliver Thrive sessions. At present we have one accredited assessor, one more will be trained this year. * To implement Trailblazer to support children to develop emotionally and improve self-regulation and resilience. * To embed Thrive in EY, KS1 and KS2 to support mentoring in school and class PSHE. * For Trailblazer to provide further CPD for staff to ensure they provide good mental health strategies and identify children with early signs of mental health problem. * To develop more mindfulness strategies for staff to use with all children in PSHE lessons. * To embed Emotional Wellbeing Champion and team. | | * Vulnerable pupils are supported through the Thrive approach and are better equipped to understand how to keep physically and mentally healthy. * Pupil’s emotional, social and mental health issues are supported effectively in school. * Children are more resilient and believe in themselves and can persevere with tasks despite setbacks. * Children understand the importance of self-respect and self-worth. * Children can talk about their feelings / emotions and how they can make improvements and how to get help | **DW**  **SW**  **TAs**  1 x termly meeting  **2K Thrive training + 5 days release for face to face** |
| **Extended Curriculum** | | | | |
| To **prepare** and **empower** children in the **present** and for the **future**. | * To actively discuss future aspirations with pupils of all ages. * WOW Days- children to work with experts. * Careers Day/Workshops | | * Pupils are provided with opportunities to broaden development, enabling them to develop and discover their interests and talents. * Pupils have a good understanding of different jobs and careers that are available within the local and wider communities. * Pupils have aspirations for future success (can confidently talk about their future learning journey). | **JB** |
| **Learning Skills** | | | | |
| To maintain a **culture** for learning whereby children are set **high expectations**, display **resilience** and **take pride** in their achievements. | * To continue to develop whole school awareness of ‘what makes an outstanding learner’. Ensure that staff and pupils base targets around these key areas. * To ensure that all children take part in a ‘learning skills’ discussion each at the beginning and end of each half term in order to set targets. * To communicate with parents annually in relation to pupil progress in relation to key learning skills. | | * Children understand the skills required in order to be a successful learner. * Children are committed to their learning, are resilient to set backs and take pride in their achievements. | **AB** |
| **Active Citizens** | | | | |
| To maintain school **ethos**, **culture** and **practices** where pupils take on **responsibilities** to benefit the school community and wider community. | * New council and class representatives to be democratically chosen by the pupils. * School council to continue to be involved in establishing areas for development within school, decision making, fund raising and being at the forefront of pupil voice within the school. * To embed child led book scrutinies with subject coordinators where children talk about their books and learning. * School Council to be involved in Town Council project. * School Council to report to Governors and parents on a half termly basis via report in Newsletter. * School Council to report to wider community via Church Magazine / school website termly. * Digital Leaders to ensure that children across school remain vigilant online. * Worship Group is involved in the planning and delivery of worships and works with vicar/incumbent and St Hild’s Secondary School to continue to develop. | | * Children are equipped to be responsible, respectful, active citizens who contribute positively to school community and wider community. | **BM** |
| **British Values** | | | | |
| Pupils are **prepared for life** in modern Britain. | * Consistent use of Understanding Christianity and Durham / Newcastle Syllabus to enable pupils to understand and appreciate diversity, respect and tolerance. * Consistent use of PSHE curriculum to enable pupils to understand and appreciate diversity, respect and tolerance. * Events across the year to celebrate aspects of past and present British life. * Worship carefully planned to celebrate diversity and ensure pupils are aware of festivals, special national events as well as local events (Bombardment Of Hartlepool) | | * Children are prepared for life in modern Britain. * Children are equipped to be responsible, respectful, active citizens who contribute positively to society. * Understanding and appreciation of diversity is developed. * Respect for common and characteristics of law is promoted |  |

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| **Key Issue 4** | | **Leadership and Management** | | |
| **Intent** | **Implementation** | | **Impact** | **Personnel/**  **Costings (Time/**  **Expenditure)** |
| **Subject and Curriculum Leadership** | | | | |
| To review and reorganise subject and curriculum leadership responsibilities- **deepening leadership skills** through the development of subject, pedagogical, and pedagogical content knowledge of staff. | * Smooth handovers of subject areas take place and staff understand their new role and responsibilities. * Leaders review and audit curriculum areas and share with staff. * Leaders ensure that SLT are updates with curriculum changes and priorities are discussed. * Assessment of subject areas remains a key focus and assessment is rigourous * Subject leaders use leadership and management time to develop subjects. * Pupil Voice throughout subject development. | | * Subject leaders can clearly articulate the intent of their new subject areas and can evidence the impact of their implementation approach. * Subject leaders seek training and CPD where necessary * Pupil Voice is central in subject discussions | **Team Meetings**  **Staff meetings as allocated** |
| **Senior Leadership** | | | | |
| To continue to provide **high quality, inclusive** education and support both the **DNDLT community** and **wider North East** education community through **strong, shared values, policies and practice**. | * HT to continue to be a member of NETS & NETSP * HT to remain AC at BIR * HT to renew interest in Ofsted training * HT to facilitate on NPQCofE * 2 x middle leaders to undertake NPQSL * DHT to Lead EY group for DNDLT * DHTs to Lead DHT group for DNDLT * Lead Learner project 1 x middle leader * Skills audit for LAC and new AC join the LAC | | * HT working alongside other NE leaders supporting ITT and Leadership development * Support in place for BIR * To be trained as Ofsted inspector * Support CPD for future leaders * School based projects in school improvement established / improved knowledege and skills * DHT / EY network sharing good practise and developing supportive networks * New LAC bring further expertise to the LAC | **2 x 1K + 5 day release per NPQSL**  **KR / DH** |
| **Protecting Learners** | | | | |
| To ensure that learners are **helped** and **protected** so that they are **kept safe** in line with updated guidance. | * Ensure teaching of Safety Online is consistent and revisited throughout the year and specifically includes the needs of the Learning Platform. * Ensure that children are encouraged to take charge of Safety Online and that their actions display their knowledge of how and when to do this – e.g. blowing the whistle. * Assess children’s understanding of how to keep themselves safe through: pupil voice, questionnaires, drama. * Support parents in keeping children safe online * Ensure all staff understand the new KCSIE document and Working Together to Safeguard Children document and their responsibilities towards all children. * Ensure that CP, online safety and prevent training is up date for all staff and LAC. * Audit Safeguarding training needs * To embed the practice of an annual timetable for staff training to be in place. (Staff feedback to whole staff meeting.) * KCSIE update | | * Children are safe in school. * Staff and Academy Councillors have an understanding of KCSIE and WTTSC documents. * Staff follow policies and procedures consistently and effectively |  |

