

Love Your Neighbour
As Yourself



HOLY TRINITY C OF E PRIMARY SCHOOL SCHOOL DEVELOPMENT PLAN

2022-2023

Holy Trinity C of E Primary School
Action Plan for School Improvement 2022/2023

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

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

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. We believe that successful learning depends on a positive partnership between home school and the wider community.

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.

Intent		Implementation	Impact
Quality of Education	<p>To ensure new staff members are familiar and knowledgeable in the curriculum for their year group.</p> <p>To ensure all staff deliver a curriculum underpinned with powerful knowledge and education with character at high level.</p> <p>Ensure the implementation of the Reading Framework extends early reading structure into Y3 / Y4</p>	<p>Ensure that new staff are supported and trained to deliver the curriculum at a high level</p> <p>Reviewing and revising current curriculum leadership in line with new staff.</p> <p>Children have access to the best that has been said, thought and done.</p> <p>Children are exposed to challenges requiring persistence and determination.</p> <p>Delivery of curriculum within new framework and assessment aligned with new framework.</p>	<p>High Quality teaching and learning is delivered by all new staff members.</p> <p>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.</p> <p>Children will be exposed to situations where their thinking and opinions are challenged.</p>
Behaviour and Attitudes	<p>To maintain a strong Christian Ethos where Christian Values under are embodied and expectations are high.</p> <p>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.</p>	<p>Children continue to develop through their learning journey and develop mutual respect, acceptance and love throughout the community.</p> <p>Restart the development of Triple P in Early Years from September.</p>	<p>Children consistently display high levels of behaviour and conduct in the classroom, around school and in the wider community.</p> <p>Parents are working in partnership with school from Early Years onwards to develop positive behaviour systems at home which complement those in school.</p>
Personal Development	<p>To establish a consistent approach to teaching and learning in health and wellbeing, in particular emotional and mental health.</p> <p>To use further develop the use of Thrive to support pupils across school.</p>	<p>Ensure all new Teaching Assistants are trained to deliver Thrive interventions.</p> <p>Ensure all new teaching staff understand Thrive and how it can be used to support pupils.</p> <p>DHT & HT are fully trained and understand Thrive assessments and interventions in order to plan individual support.</p> <p>Jigsaw is fully used to teach PSHE & SRE</p> <p>Alliance Trailblazer work closely with school and home to support pupils at a whole class, small group and individual level.</p> <p>Children have access to a wide range of extended curricular activities.</p>	<p>Vulnerable pupils are supported through the Thrive approach and are better equipped to understand how to keep physically and mentally healthy.</p> <p>Vulnerable pupils are supported through Alliance Trailblazer service within school at an early stage.</p> <p>Children are equipped to be responsible, respectful, active citizens who contribute positively to school community and wider community.</p>
Leadership and Management	<p>To review and reorganise subject and curriculum leadership responsibilities- deepening leadership skills through the development of subject, pedagogical, and pedagogical content knowledge of staff.</p> <p>To implement a succession plan for the future leadership of the school through accredited CPD for middle and senior leaders.</p> <p>To further develop the Academy Council by training of new Councillors</p> <p>To continue to ensure that learners are protected and kept safe (Safeguarding).</p>	<p>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.</p> <p>Subject Leaders to be clear on how SEND and Early Years access / link into the curriculum areas.</p> <p>Middle leaders to participate in NPQSL accredited CPD</p> <p>To train new Academy Councillors and develop their skills so they can become active members of the Academy Council.</p> <p>Children are kept safe in line with updated guidance.</p>	<p>New curriculum leaders are in place and trained to lead subjects effectively.</p> <p>Subject leaders can clearly articulate the intent of their new subject areas and can evidence the impact of their implementation approach.</p> <p>Leaders to carry out development priorities, which in turn impact positively on CPD for the wider staff and thus the provision of education for all pupils.</p> <p>To make use of a wider skills set and experience on the Local Academy Council who in turn can support and further develop the LAC.</p> <p>Staff are trained in updated guidance follow policies and procedures consistently and effectively</p>

Holy Trinity C of E Primary School
Action Plan for School Improvement 2022/2023

Key Issue 1	Quality of Education		
Intent	Implementation	Impact	Personnel/ Costings (Time/ Expenditure)
Early Years			
<p>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.</p> <p>To continue to develop within the indoor and outdoor environment to stimulate and enhance children's learning. To continue to provide assessments through combination of observation, teacher input and continuous provision opportunities.</p>	<ul style="list-style-type: none"> - ECT fully supported by experienced staff to ensure quality of education delivered in Reception is high, supporting the pupils' needs. - Children are provided with opportunities that they have not experienced and enhances their learning in school. - Learning is planned and direct teaching and child initiated activities encourage children to develop independently. - Ensure cross curricular links combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning. - To ensure all new staff are trained and follow the rigorous phonics and reading program Little Wandle to ensure good outcomes and consistent 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 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. 	<p>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.</p> <ul style="list-style-type: none"> - 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 - Assessment procedures in place and understood by ECT 	<p>DW JW ECT release time weekly</p>

Holy Trinity C of E Primary School
Action Plan for School Improvement 2022/2023

Religious Education/SIAMS			
<p>To enhance the clarity of the distinctive Christian Vision and the ability of all stakeholders to articulate this vision.</p> <p>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.</p>	<ul style="list-style-type: none"> - Enhance the clarity in which all new 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. - Ensure new staff are trained in Understanding Christianity. - Through close collaboration, deepen the mutually beneficial partnership between the local church, the school and the communities they both serve. - RE is taught through a variety of mediums- including art- and children can create/comprehend/analyse artwork. - 	<ul style="list-style-type: none"> - 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. 	<p>JB JF Father Phillip AB 1 x half term staff meeting</p>
Reading, Spelling and Vocabulary			
<p>To embed a rigorous approach to the teaching of phonics and reading, developing learners' confidence and enjoyment in reading in line with the new</p>	<ul style="list-style-type: none"> - All new staff trained in new reading framework - All new staff trained in Little Wandle phonics scheme 	<ul style="list-style-type: none"> - New staff understand the importance of teaching phonics and reading as a gateway for all pupils to access life long education. 	

Holy Trinity C of E Primary School
Action Plan for School Improvement 2022/2023

<p>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.</p>	<ul style="list-style-type: none"> - Audit of reading for pleasure books undertaken across school , including Early Years - Early Years books are organised and utilized more effectively - 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. - Early reading structure extended into Y3 / Y4 	<ul style="list-style-type: none"> - CPD completed by new staff and Little Wandle being effectively taught from Nursery onwards - Class books lists available for reading for pleasure books for audit - Identified pupils receive additional support and effective interventions and make good progress - Classroom reading areas established with a good selection of books matched to curriculum, pupil interest, age related familiar books - Early Years book catalogued and audited / sorted in line with new programme. 	
<p>Writing</p>			
<p>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.</p>	<ul style="list-style-type: none"> - Revisit and reestablish writing policy focus on class novels and Writing Shed to ensure coverage of all genres. - 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. 	<ul style="list-style-type: none"> - To audit nad reorganise writing to ensure coverage of all genres. - 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. 	

Holy Trinity C of E Primary School
Action Plan for School Improvement 2022/2023

	<ul style="list-style-type: none"> - Use of visits and visitors to expand vocabulary and experiences. - Vocabulary development through reading high quality literature. 	<ul style="list-style-type: none"> - To develop written work across the curriculum and widen reading tasks in all curriculum areas. 	
Mathematic Fundamentals			
<p>Establish a new effective Maths Leader</p> <p>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;</p> <p>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.</p>	<ul style="list-style-type: none"> - New Maths Lead in Place - To ensure the new Lead is familiar with policies and procedures within school and the roles and responsibilities of the subject leader. - To evaluate current resources for Maths and include resources which will support mastery approach 	<ul style="list-style-type: none"> - Math Leader established and effective - 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. - Plus 1 and Power of 2 to be used to develop personalised intervention. - White Rose end of block assessments are used across school to close the gap between ARE children and children working below ARE. - Timestables Rockstars to be used to support times tables knowledge alongside Marvel-lous maths - All Maths displays include key vocabulary, key questions, sentence stems, concrete resources, pictorial and abstract to support children with their reasoning and problem solving skills. 	<p>DH 1 x Staff meeting per half term</p>

Holy Trinity C of E Primary School
Action Plan for School Improvement 2022/2023

		-	
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.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Pupils are equipped with sufficient knowledge, learning and skills for future learning and employment. 	

Holy Trinity C of E Primary School
Action Plan for School Improvement 2022/2023

Key Issue 2		Behaviour and Attitudes		
Intent	Implementation	Impact	Personnel/ Costings (Time/ Expenditure)	
<p>Ensure new staff are familiar with policies and practices, ensuring consistency of approach and Christian ethos.</p> <p>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</p>	<ul style="list-style-type: none"> - Ensure all new staff are familiar with and consistently using our behaviour policy and positive reinforcement systems such as house points, reading / spelling/ times table tokens, sunshine person etc - Headteacher to undertake the full Thrive training - New staff to undertake Thrive training INSET to ensure they understand the programme & it's aims. - Ensure new staff are familiar with and using clear routines which are supported by clear communication in line with school ethos and expectations. - 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 	<ul style="list-style-type: none"> - 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 		

Holy Trinity C of E Primary School
Action Plan for School Improvement 2022/2023

different and what we can do to help.	<p>regular discussion time, play times, tools such as Thrive.</p> <ul style="list-style-type: none"> - 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 through approaches such as Thrive, Triple P and Trailblazer 		
Behaviour Principles			
<p>To maintain a Christian ethos where Christian Values are embodied, where expectations are high and mutual respect, tolerance and love reverberate through the community.</p> <p>To foster the values of friendship and determination.</p>	<ul style="list-style-type: none"> - New staff and Academy Councillors to become familiar with DNDLT Behaviour Principles. 	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	
Attendance			

Holy Trinity C of E Primary School
Action Plan for School Improvement 2022/2023

To ensure that parents follow the guidelines set in order for their children's attendance to be of an acceptable standard.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Number of term-time holidays is reduced. - Learners have high attendance and are punctual. 	
----------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------	--

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.	<ul style="list-style-type: none"> - All TAs refresh Thrive training and deliver Thrive sessions. At present we have one accredited assessor, DW, one more will be trained this year, AB. - To continue to use Alliance 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. 	<ul style="list-style-type: none"> - 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 AB TAs 1 x termly meeting 2K Thrive training + 5 days release for face to face
Extended Curriculum			

Holy Trinity C of E Primary School
Action Plan for School Improvement 2022/2023

To prepare and empower children in the present and for the future .	<ul style="list-style-type: none"> - To actively discuss future aspirations with pupils of all ages. - WOW Days- children to work with experts. - Careers Day/Workshops to be reintroduced linked to FE college. 	<ul style="list-style-type: none"> - 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). 	KR
Learning Skills			
To maintain a culture for learning whereby children are set high expectations , display resilience and take pride in their achievements.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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 Academy Councillors and parents on a half termly basis via report in Newsletter. 	<ul style="list-style-type: none"> - Children are equipped to be responsible, respectful, active citizens who contribute positively to school community and wider community. 	TG

Holy Trinity C of E Primary School
Action Plan for School Improvement 2022/2023

	<ul style="list-style-type: none"> - Re establish 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/ to continue to develop. 		
British Values			
Pupils are prepared for life in modern Britain.	<ul style="list-style-type: none"> - Consistent use of Understanding Christianity and Durham / Newcastle Syllabus to enable pupils to understand and appreciate diversity, respect and tolerance. - Consistent use of PSHE / RSE 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) 	<ul style="list-style-type: none"> - 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 	

Holy Trinity C of E Primary School
Action Plan for School Improvement 2022/2023

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.	<ul style="list-style-type: none">- 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 rigorous- Subject leaders use leadership and management time to develop subjects.- Pupil Voice throughout subject development.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- 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- 2 x New Parent Academy Councillors and 1x DBE Academy Councillor to receive full induction and training across the year	<ul style="list-style-type: none">- HT working alongside other NE leaders supporting ITT and Leadership development- Support in place for BIR 1 day a week- To be trained as Ofsted inspector- Support CPD for future leaders- School based projects in school improvement established / improved knowledge and skills- DHT / EY network sharing good practise and developing supportive networks		2 x 1K + 5 day release per NPQSL KR / DH

Holy Trinity C of E Primary School
Action Plan for School Improvement 2022/2023

		- New LAC bring further expertise to the LAC	
Protecting Learners			
To ensure that learners are helped and protected so that they are kept safe in line with updated guidance.	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	

Holy Trinity C of E Primary School
Action Plan for School Improvement 2022/2023

