

2025-2026

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 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. 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.

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|  | Intent | Implementation | Impact |
| Quality of Education | To ensure all staff deliver a curriculum underpinned with powerful knowledge and education with character at high level for all subjects.  All curriculum subjects have action plans which run alongside the main school improvement plan and are implemented by curriculum leaders. | *Embedding current curriculum leadership.*  *Children have access to the best that has been said, thought and done.*  *Children are exposed to challenges requiring persistence and determination.*  *Embedding current curriculum leadership for the*  *Foundation subjects of Art and Music to Improve the LTP and MTP to ensure curriculum coverage.*  *Link Academy Councillors monitor and evaluate progress towards completion of targets across the year.* | High Quality teaching and learning is delivered by all staff members.  All children access a rich curriculum which is well planned to ensure clear progression of knowledge and skills from Early Years to Year 6.  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. |
| Behaviour and Attitudes | To maintain a strong Christian 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.  Relaunch Thrive to support pupil behaviour / SEMH. | 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 further develop the use of Thrive assessment and activities to support pupils’ SEMH across school. | Ensure all Teaching Assistants are retrained to deliver Thrive interventions.  Jigsaw is fully used to teach PSHE & SRE  Alliance Trailblazer work closely 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 | Embedding of Curriculum Subject Leadership ensure Middle Leaders have ownership over developments and use structured monitoring to measure the impact of them across the school.  Academy Councillors monitor and evaluate progress towards action plans.  To further develop the Academy Council by training of new Councillors  To continue to ensure that learners are protected and kept safe (Safeguarding). | For teaching staff to embed the role of subject leader their curriculum areas and ensure understanding of the development priorities for their subject area.  Subject Leaders to be clear on how SEND and Early Years access / link into their curriculum areas.  For staff who have just completed ECT in July 24 to develop their subject leadership skills in their new roles.  Children are kept safe in line with updated guidance. | Curriculum leaders are in place and trained to lead subjects effectively. Leadership is devolved and middle leaders are effective in their roles.  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 development priorities, which in turn impact positively on CPD for the wider staff and thus the provision of education for all pupils.  To make use of a wider skills set and experience on the Local Academy Council who in turn can support and further develop the middle and senior leaders within school.  Staff are trained in updated guidance and follow policies and procedures consistently and effectively.  Academy Councillors monitor and evaluate development of priorities effectively. |

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| **Key Issue 1** | | **Quality of Education** | | |
| **Intent** | **Implementation** | | **Impact** | **Personnel/**  **Costings (Time/**  **Expenditure)** |
| **Early Years** | | | | |
| Our curriculum in Early Years is designed to provide a broad and balanced education that meets the needs and interests of all pupils. Planning and sequenced learning facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to make good progress from their individual starting points and preparing them for the next stage of their education.  We place a big emphasis on supporting children’s personal, social and emotional development so that they feel safe and secure and are ready to learn. Communication and Language is pivotal to learning, therefore is of high importance in early years where all opportunities are used to support pupils speaking, listening and language acquisition.  Through the seven areas of learning we provide topics that excite and engage children, building on own interests and developing their experiences of the world around them. We recognise that all children come into our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children, whilst working in partnership with parents and carers.  The curriculum celebrates diversity and supports the pupils’ spiritual, moral, social and cultural development. Those children with particular needs, including SEND, are supported appropriately allowing them to be successful. | For new subject monitors to deepen their understanding of EY curriculum and observe in the early years.  (All subject co-ordinator to deepen their knowledge during Autumn term**)**  To develop connections between authority Early Years Team, SEND team. (Spring)  To embed mathematics from White Rose Mastery Number Programme into Nursery and Reception long term curriculum within Nursery and Reception.  (Autumn and implement)  To implement Triple P across Early Years to support parents and families. (Introduce in Spring Term)  To implement new PSHE/ RSHE documents in Nursery and Reception and merge with existing curriculum and Jigsaw. (Workshops to meet in Autumn term and complete the RSHE for EY Spring)  To implement forest schools and growth in the outdoor area for Reception and Nursery.  (Spring purchase seeds and plants. Look for forest training courses)  To implement SALT targets to support speech, language and communication in EYFS.  To embed BLAST and Early Talk in Nursery. | | -The children develop within the indoor and outdoor environment and these areas stimulate and enhance their learning.  -Early Years SEND team are supporting Holy Team with SEND needs. Learning is planned to encourage children to develop independently and through exploration and challenge.  -Children have the confidence to use terminology and correct vocabulary  -Parents given appropriate support  -Staff have a deeper knowledge of the child development and the curriculum  -Regular Forest School Activities take place. | DW/JW to work with subject co-ordinators in areas.  Team time  Spring – Cover for JW for planning and work with parents. – 6x £65 = £390 am Plus 6x 1hr= £130.  Garden resources £200  Forest School Training £150 |
| **Religious Education/SIA** | | | | |
| 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. | RE Curriculum  To develop our whole school approach to spirituality. Consciously promote and plan for opportunities to explore our spirituality and have time to reflect.  RE Curriculum  To create and share new long-term plan, meeting the requirements of the new syllabus.  RE Curriculum  To develop and embed the use of assessment in RE. LB and SLT team attend regular Diocese/SIAMS updates and attend relevant courses for CPD.  RE Curriculum  Attend half termly network meetings with the Diocese.  Collective Worship  To develop our distinctively Christian vision and how the ethos, mission and vision seamlessly interlink to holistically shape the strategic direction of the school.  Collective Worship  Attend half termly network meetings with the Diocese.  Collective Worship  Develop a new ‘worship team’ with Mrs Gibson leading. Mrs Gibson will meet regularly with leaders across KS2 and plan for upcoming services and arrange resources for class worship every other week.  Collective Worship  Create a new long-term plan with theologically rooted teaching (daily worship). Introduce structured layout of worships to ensure quality and consistency. | | * The Christian Vision is clearly articulated, and the shape and direction of the school’s mission is holistic. * Subject monitoring- Lessons Observed, Book Scrutinies and Assessment continue to reflect high standard of learning 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. * Children are confident when reading and referencing The Bible. * 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. * Father Philip is involved in the planning and running of RE and classes visit church/Father Philip visits school to share knowledge and skills. * RE (pupil) leaders take ownership leading class worships across school and support Father Philip in the delivery of weekly services. | Release for LB using HLTA  Release for LB using HLTA |
| **English -Reading, Spelling and Vocabulary** | | | | |
| At Holy Trinity C of E Primary School, we believe reading is the fundamental building blocks to everything that we learn. We understand the positive importance of daily reading and we strive to create a positive learning culture where reading is loved, enjoyed and part of everyday life. At Holy Trinity C of E Primary School, we begin our literacy journey early, immersed in language rich settings and learning to communicate successfully. Our literacy skills progress year on year, developing both our knowledge and skills so that we can become confident, successful communicators. | **Autumn 1 - Baseline**  **Spring 1 – repeat and assess progress**  **Summer 1 – repeat and assess progress**  EARS Multi-dimensional Fluency Scale – to use with children (Bottom 20% plus other children not on track) to identify gaps in fluency and ensure intervention is specific to the individual needs of the child. Staff should use this scale to focus IEP targets and intervention time with children. The scale assessment should be updated to review progress each half term.  **Complete by March 2025**  Priority Area Primary Reading and Language Development Project. Primary reading and language development: improving language and reading intervention strategies and how reading is taught. English lead to work closely with DfE project to develop reading and language development at Holy Trinity as per course content.  **Targets for 2024-25:**   * Launch Whole Class Reading (fluency and comprehension CPD for staff and support staff with changes of how to teach reading in KS2)   This will build on Little Wandle Early Reading teaching  **Spelling**  To develop teaching of spelling with an approach that targets reading patterns of spelling and the remembering of spelling.  To deliver spelling that is based on strong phonics teaching with a focus on teaching pupils the connections between words, sound associations, etymology and patterns.  To support teachers and guide through the rationale and approaches to ensure that they have a deep understanding of the processes they can follow to become more effective teachers of spelling.  Pupils will extend their knowledge of phonics throughout their time in primary school. | | * Children are fluent readers with good reading comprehension. * Increased number of pupils achieving ‘expected standard+’ in literacy at all stages. * Teacher knowledge and ability to teach literacy is improved. * Lessons are more productive, with tighter linked objectives. * Children are inspired by and endeavour in literacy lessons (through the use of pupil voice and high-quality texts). * Greater speaking and listening opportunities for all pupils.   Pupils will increase their accuracy when spelling words  Pupils emphasis the relationships between sounds and letters, even when the relationships are unusual. | **Time**   * Time to share CPD slides with staff on reading comprehension and fluency plus time to create resources to support teaching * KR time to work with Jen Ogden   **Money**  Supply release @ £120 per day   * To create new spelling documents with staff (staff meeting and twilight time) |
| **Writing** | | | | |
| For all pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. To acquire a wide vocabulary for writing. To appreciate a rich and varied literary culture. To gain an understanding of grammar, punctuation and spelling conventions. | **Summer 2**  Monitory writing process in school. Ensure it is consistent across school, following Writing Overview and with writing genres considered – use of a wide range of quality resources to inform writing (models for writing). | | Pupils demonstrate a deeper understanding in the language they use for writing in different genres and they write effectively, efficiently and largely independently. | Time to develop long term plan with diverse literature linked to curriculum areas  Staff meeting time to review planning tools for writing and marking policy for published writing |
| **Mathematic Fundamentals** | | | | |
| Mathematics is essential to **everyday life**, with this in mind, the purpose of Mathematics at Holy Trinity is to **develop fluency**, the **ability to solve problems** and begin to **reason**. Skills and knowledge are revisited and applied **cross-curricular**, such as in Science and DT.  From EYFS-Y6 aim to provide a high-quality mathematics education with a **mastery approach** so that all children:  • become **fluent** in the fundamentals of mathematics;  • **reason** mathematically;  • can **solve problems** by applying their mathematics.  In **Early Years**, Mastery Mathematics involves teaching the underlying structure of the number system through **playing and exploring** with manipulatives, **active learning**, and **encouraging critical** and **creative thinking**.   * Across school, children become **fluent** in the **fundamentals** of mathematics through frequent, varied practice and apply their knowledge to increasingly complex problems over time, so that pupils **develop conceptual understanding** and the ability to recall and apply knowledge rapidly and accurately. * Children are beginning 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.** | Reception, Year 1 and Year 2 to continue the Mastering Number programme and embed throughout the year. Reception, and KS1 teachers. Maths Co-ordinator to monitor impact. Summer 2  Year, 3, 4 and 5 to begin Mastering Number for KS2. Maths Co-ordinator to support teachers and monitor impact. Summer 2.  To implement sentence stems and vocabulary progression document for each topic in each year group. Spring 1.  To implement an oracy progression document. Spring 2.  To continue Maths Journals from Y3 – Y6. Maths Co-ordinator to work with KS2 teachers and monitor impact. By Autumn 2.  To focus on MTC to further support pupils so they are equipped to be successful in the checks, this includes the physical capability to use the technology efficiently. Autumn term onwards. | | * Children demonstrate a deep understanding of Maths, including developing a quick recall of number facts and times tables. * Children display a positive and resilient attitude towards mathematics and an awareness of the fascination of Mathematics. * Confident children who can all talk about Maths and their learning as well as recognising links between Mathematical topics. * Children can use concrete manipulatives to reinforce mathematical concepts and have the flexibility and fluidity to move between different contexts and representations of Maths. * Children are more confident and can use different models (e.g. bar model) or procedural methods (e.g. column addition) when tackling reasoning and problem solving activities. * Children in Year 4 are prepared to undertake Statutory MTC Test in 2025. * Improved confidence and attainment of children accessing Mathletics in personalised interventions. | Mastering Number Fully funded  Budget to continue for White Rose £240  Budget to continue Maths Shed £150  To purchase a subscription to Times Tables Rockstars. £105  Budget to continue to develop resources £500  Budget for 3x Maths Network meetings with the LA £30 per session  Maths Hub sessions Fully funded  Number stacks (SEN Intervention) £125 |
| **MUSIC** |  | |  |  |
| To **perform**, **listen** to, **review** and **evaluate** music across a range of **historical periods**, **genres**, **styles** and **traditions**, including the works of the **great composers** and **musicians**.  To develop cultural capital by delivering the **essential knowledge** that pupils need to be **educated citizens**, introducing them to **the best** that has been thought and said and helping to engender an ***appreciation of human creativity and achievement***. | Subject lead to continue to develop the Music provision in EYFS to enable earlier acquisition of skills by the end of Summer term 2.  Subject lead (to work alongside Apollo Arts, to create a detailed Medium Term plan which details the skills used in each lesson by the end of Summer term 1.  Subject Lead to liaise with Music Teachers (Steve Sudlow and Daniel Allinson) to ensure assessment frameworks are updated and the progress of the children is being recorded by the end of Summer 2.  Subject lead to organize and allow more opportunities for the children to perform their compositions and songs by the end of Summer term 2. | | Music progression can be seen from Early years to Year 6 in a structured LTP  MTP clearly shows progression of knowledge and skills from Early Years to Y6  Assessments in place for all children and being reviewed termly.   * Performance is written into the MTP so all children have an opportunity to perform | Leadership time for NW to work with Apollo Arts across the year . HLTA or DHT to cover . |
| MFL |  | |  |  |
| To introduce and embed a new SOW – Kapow in order to ensure curriculum coverage.  To introduce assessment linked to Kapow, so pupils are accurately assessed. | Subject Lead to introduce and use Kapow as the backbone of the MFL curriculum.  Subject Lead to continually assess prior knowledge and to target aspects which children are now secure in.  Assessment to be used termly to assess pupil’s knowledge and understanding | | Pupils follow a comprehensive scheme of work from Year 3 to Year 6 , covering the expected curriculum.  Pupils revisit aspects of the curriculum area where necessary to ensure they are secure in knowledge and understanding.  Accurate assessments undertaken. Teaching to respond to any needs which arise form assessments. | PPA time for teacher  Leadership time for teacher  £500 Kapow scheme purchase. |
| **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. Subject leaders use Whole School DFE website and implement SEND resources specifically for their subject area. * To ensure staff are training to support children with specific needs * Policies and procedures are consistently used to support all learners. * To revisit training to further embed Thrive so mentors can fully support social and emotional development * More vulnerable and SEND children accept invitations to attend social groups * Embed work with PACE, ACES and appropriate language * Embed work on SEND monitoring with subject co-ordinator and how IEP impact on subject areas. * Review Triple P in whole school to support families * Actively involve KS2 children in supporting younger children with OT exercises * Direct new staff to appropriate CPD training within the cluster, EP and CAMHs. | | * Children can access the curriculum with quality first teaching and focused support. * Lessons Observed, Book Scrutinies and Assessment reflect high standard of learning for all pupils including SEND. * Children have access to resources to support their needs. * Interventions support children with specific needs.   Staff have the skills and knowledge to support SEND children and parents  Thrive offer enhanced. HT able to undertake assessment and support Thrive incorporating the wellbeing dog Stanley.   * More children attending Social Clubs * All staff embed knowledge and attend training. Strategies used consistently across school * SENDCO aware of needs within subjects to ensure access for all   - Nursery and DHT re-establish Triple P   * Timetable in place and OT taking place * Training needs met * Curriculum is adapted and personalised for children with Co-ordinated Care Plans * Children with additional personal, social and emotional needs are supported.   On leaving Holy Trinity, children with SEND have developed good independence and life skills. | Resources for SEND £300  Resources for social groups £100  EP time for CPD - Contract  Badges for KS2 children £50  Triple P cover  Supply budget  Staff meeting time  SALT £200 |

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| **Key Issue 2** | | **Behaviour and Attitudes** | | |
| **Intent** | **Implementation** | | **Impact** | **Personnel/**  **Costings (Time/**  **Expenditure)** |
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| Ensure staff are familiar with policies and practices, ensuring consistency of approach and Christian ethos.  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 them 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. | * Ensure 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 * Staff to retake Thrive training INSET to ensure they understand the programme & its aims. * 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 Zones of regulation so pupils can express their feeling and also 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 through 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 into 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 * Children are able to understand and express their emotions and know strategies to help regulate * Children and families access Thrive, Alliance, PACE used by staff * PACE used by staff, social groups, play leaders supporting * RSE / Well Being worships/ mental health weeks / well- being ambassadors promote well- being and give children space and time to discuss and explore SEMH * Supportive strategies used to support individuals * SENDCO Liaises with families around support |  |
| **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 embed the updated 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. |  |

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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 re-fresh Thrive training and deliver Thrive sessions. At present we have two accredited assessors, DW & AB * Well- Being Dog, Stanley, to be further utilised with Thrive interventions * To continue to use Alliance to support children to develop emotionally and improve self-regulation and resilience. * To embed Thrive timetable 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 Ambassadors and team. * Triple P to be reestablished in Early Years | | * 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. Pupils have access to Stanley on a weekly basis. * Children are more resilient and believe in themselves and can persevere with tasks despite setbacks. * Individuals and groups are supported appropriately dependent on need. * Staff understand the importance of self-respect and self-worth, they can support pupils where needed alongside support by professionals from Alliance * Children can talk about their feelings / emotions and how they can make improvements and how to get help * Team are proactive in promoting Mental Health and Wellbeing * Working with parents looking at supporting children in early years. | DW  AB  TAs  1 x termly meeting  2K Thrive training + 5 days release for face to face |
| **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 / 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) | | * 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 characteristics of British life is established |  |

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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 embed curriculum LTP / MTP and share with staff. * Leaders ensure that SLT are updated 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. | | * Leaders are established (French, Music, PE, Science, Computing) * Subject leaders can clearly articulate the intent of their subject areas and can evidence the impact of their implementation approach. * Leaders liaise with SLT on changes / budget needs * Subject leaders have an oversight of pupil attainment and progress within their subjects and how this links to EY and how it is accessible for pupils with SEND. * Leaders have adequate time to prepare documents / carry out monitoring/ training keeping a good work life balance * 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 remain AC at BIR * HT to renew interest in Ofsted / SIAMS training | | * HT working alongside BIR * To reapply for Ofsted inspector training |  |
| **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. telling someone * 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 to 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.) * Staff Safe CPoms established | | * 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 * Termly questionnaire brings gap analysis and future teaching themes. * Online Safety Training for Parents/ Pupils via Clennell * Clennell Training Twilight Sept * Safeguarding Training planned in weekly alongside CPD * Clennell Termly Meeting with HT in place Audit and Action Plan in place * Timetable in place Clennell Bitesize Training videos used across the year to cover all aspects * Established and used as a working document |  |

