

2023-2024

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 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.

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|  | Intent | Implementation | Impact |
| Quality of Education | To ensure new staff members are familiar and knowledgable in the curriculum for their year group.  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.  Ensure the implementation of the Reading Framework extends the reading structure into Y5 / Y6 using research and knowledge from the Priority Area Primary Reading and Language Development Project. | Ensure that new staff are supported and trained to deliver the curriculum at a high level  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.  Delivery of curriculum within new framework and assessment aligned with new framework.  Link Academy Councillors monitor and evaluate progress towards completion of targets across the year. | High Quality teaching and learning is delivered by all new 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.  Restart the development of Triple P in Early Years from January | 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 to support pupils across school. | Ensure all new Teaching Assistants are trained to deliver Thrive intervetntions.  Ensure HT completes the Thrive training and how it can be used to support pupils alongside the well being dog, Stanley.  DHT embedding timetable for Thrive assessments and interventions in order to plan individual support.  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 leadership skills through the development of subject, pedagogical, and pedagogical content knowledge of staff.  To implement a sucession plan for the future leadership of the school through accredidted CPD for middle and senior leaders.( NPQSL, NPQLT)  Devolvement 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.  Middle leaders to participate in NPQSL accredited CPD.  To train new Academy Councillors and develop their skills so they can become active members of the Academy Council.  Children are kept safe in line with updated guidance. | Curriculum leaders are in place and trained to lead subjects effectively. Ledership 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 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** | | | | |
| 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 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. | * **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 iniated 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 Maths Mastery approach in Reception with an emphasis on studying key skills so that pupils develop deep understanding and the acquisition of mathematical language. * Train new staff in Early Years Curriculum / assessment . * Further develop an RSHE overview for Early Years and work with the DNDLT to support other schools * Member of staff to complete training in Early Years Recovery Programme ( EYRP) to enhance their knowledge and skills in supporting the development of children across three key developmental areas - Communication and Language, Early Mathematics, and Personal, Social and Emotional Development (PSED). * Train new staff in Early Staff with EYFS curriculum and implement BLAST * 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. * Develop further use of Tuff Spots for independent working * Continue to implement NELI and SALT targets to support speech, language and communication in Reception * DHT set up face-to-face meetings to support for EY settings in DNDLT with network meetings | | 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.   * Progress is evident within the EYFS curriculum * Children have the confidence to use terminology and correct vocabulary * Children apply knowledge of maths mastery and use correct vocabulary / skills * Staff have a deeper knowledge of the child development and the curriculum * RSE curriculum planned and delivered, pupils have a deeper understanding of RSE * Staff trained in EYRP, interventions and strategies in place, pupils supported and making progress in the three key areas * Staff member trained and BLAST in place, pupils improved communication * Assessment procedures in place and understood by new TA * Pupils supported with specific needs * Pupils have more opportunities to develop skills and knowledge of curriculum through independent learning using the resources provided within the Tuff Spots * Inteventions planned and in place to support pupils NELI, BLAST, EYRP,Thrive * DHT to further plan EY networks meetings within DNDLT, support other EY settings within DNDLT | **DW**  **JW**  **ECT release time weekly**  **SF**  **DW**  **JW**  **SF / DW/ JW**  **KS/SF/DW**  **LM/JW**  **KS/SF/DW**  **DW**  Time to cover EYRP and complete course – DW cover time  Time to implement Triple P across Early Years.  Resources for tuff spots  Staff training time for EYFS  Subject co-ordinator time |
| **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. | * 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 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. * That the relationships and sex education (RSE) policy reflects the guidance in the document ‘Valuing All God’s Children’. * Create and share new long-term plan, ensuring balance between Christianity and other faiths. * Worship Group is extended to new members led by T Gibson | | * 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. * 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 links to Christian values of love and reflects that all humans are made in Gods image and are equal in his eyes. Diversity is celebrated. * 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. * RE (pupil) leaders take ownership leading class worships across school and support Father Philip in the delivery of weekly services. | **LB**  **TG**  **Father Phillip**  **AB**  **1 x half term staff meeting**  **LB**  **LB/TG/Rev PB**  **LB/DW**  **LB**  **TG/Revd PB** |
| **Reading, Spelling and Vocabulary** | | | | |
| **Spoken language**  To acquire and be expose to a high quality and varied language. To ensure children develop a capacity to explain and discuss. To gain an understanding of the conventions for discussion and debate. To play an active role during drama and theatrical performances  **Reading**  Ensuring all, or almost all, children are reading fluently by the age of six. A developed language comprehension. Reading with prosody. A desire in children to read for pleasure and to fuel pupil imagination.  **Spelling**  Exploring research based strategies to develop our teaching and learning approach to spelling | * All new staff trained in Little Wandle and reading framework * Review assessment and tracking of phonics data * Y1 long term plan for spelling to Little Wandle word lists * Launch Reading for pleasure bags * SPAG long term plan has been reviewed and is sequential – supporting teachers with content delivery and sequence of learning (spelling) * Poetry strand and poetry performances per year group * Etymology is now a key focus in spelling lessons * Teaching of spelling to be updated to be in line with research based strategies and findings * Diverse books have been embedded within the long term plan to support wider areas of the curriculum and broaden literature in school * Audit of reading for pleasure books, in Early Years cupboards ensuring Early Years books are organised and utilized more effectively * Specific interventions used to close gaps in speaking / listening , phonics & spelling ,spelling and ensure success for all pupils. * Early reading structure embedded in Y3 / Y4 and restructured in Y5/6 | | * New staff understand the importance of teaching phonics and reading as a gateway for all pupils to access life long education * Assessments and data accurate and use to plan * Word lists in place and in use * Reading for pleasure bags in use * Plan in place and being followed by staff. Pupils improve in understanding of spelling * All year groups focus on poetry in line with LTP/MTP * Pupils understand ‘etymology’ and use this to support their spelling * Spelling improves as result of new teaching approach * Books reflect diversity at all levels and reflect the diverse in which we live. * Early Years book catalogued and audited / sorted in line with new programme. * Identifed pupils receive additional support and effective interventions and make good progress * Reading sessions are planned and timetable across all year groups using all support staff ensuring pupils have supported reading sessions to embed and develop reading skills | Y1 TA  KR / all teachers  All teachers  EY / KS1 staff  KR /All teachers  KR/  All Teachers  All staff  KR /DW  KR / EY staff  KR/DW  KR / TAs |
| **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. | * Revisit and reestablish writing policy focus on class novels and Writing Shed to ensure coverage of all genres. * Writing process is consistent across school with planning tools and genres considered – use of a wide range of quality resources to inform writing * 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. | | * To audit and 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 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. * Curriulum enhanced events planned * Pupils understand and use a range of vocabulary to support their writing | **KR**  **All Teachers**  **All teachers**  **All teachers**  **All Teachers**  Time to create LTP for SPAG with clear sequencing  Badges for Early Reading team  Staff meeting time to discuss teaching of etymology and vocabulary  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 start the Mastering Number programme in Sept 23 and embed throughout the year. * To implement fluency objectives for KS2, to follow the same format as the Mastering Number programme. By Aut 1 * To monitor impact of weekly arithmetic tests in each year group * To implement Maths Journals from Y3 – Y6. * To monitor impact of TTRS | | * 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 2022. * Improved confidence and attainment of children accessing Mathletics in personalised interventions. | **NW**  **1 x Staff meeting per half term**  Budget to continue for White Rose  Budget to continue Maths Shed  To purchase a subscription to Times Tables Rockstars.  Budget to continue to develop resources  Budget for 3x Maths Network meetings with the LA (£30 per session) |
| **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. * To embed Thrive mentors to support social and emotional development. Head Teacher to complete Thrive training. * 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 TripleP 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 atend 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 new staff are familiar with polices 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 me/ 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 all new staff are familiar with and consistenly 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 and become licensed practitioner * 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 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 in to day-to-day school life. * HT to be qualified to assess, lead Thrive and incorporate the well being dog , Stanley into the sessions with children. * 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 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 |  |
| **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**. | * New staff and Academy Councillors to become familiar with DNDLT Behaviour Principles. | | * 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. |  |
| **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 refresh Thrive training and deliver Thrive sessions. At present we have one accredited assessor, DW, one more will be trained this year, 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 resetablished 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** |
| **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 to be embedded linked to FE college. | | * Pupils have a good understanding of different jobs and careers that are available within the local and wider communities. * Pupils are provided with opportunities to broaden development, enabling them to develop and discover their interests and talents. * Pupils have aspirations for future success (can confidently talk about their future learning journey). | **All staff** |
| **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. * Parents support children and school to improve learning skills | **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 Academy Councillors and parents on a half termly basis via report in Newsletter. * 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. | | * Children are equipped to be responsible, respectful, active citizens who contribute positively to school community and wider community. * School Council impact on school life through projects * School Council work closely with staff to discuss curriculum * Attend wider meetings in Hpool * LAC receive updates * Digital Leaders established and promoting Safety Online * New members established to lead worship | **CD**  **CD**  **Subject Leaders**  **CD Taxi Fares**  **CD**  **KR**  **TG / Revd PB** |
| **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.( maternity leavers / returners) * 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 rigourous * Subject leaders use leadership and management time to develop subjects. * Pupil Voice throughout subject development. | | * Leaders are established * Subject leaders can clearly articulate the intent of their new 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 training * 2 x middle leaders to undertake NPQSL * 2 x middle leaders to undertake NPQLT * DHT to Lead EY group for DNDLT * New Academy Councillor to be sourced / receive full induction and training across the year | | * HT working alongside BIR * To reapply for Ofsted inspector training * Support CPD for future leaders * NPQL / LT School based projects in school improvement established / improved knowledege and skills * DHT / EY network sharing good practice and developing supportive networks * New LAC bring further expertise to the LAC | **2 x 1K + 5 day release per NPQSL**  **KR / LB**  **NPQLT**  **CD/NW** |
| **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.) * 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 * Clennel Training Twilight Sept * Safeguarding Training planned in weekly alongside CPD * Clennel 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 |  |

