

**HOLY TRINITY C of E PRIMARY SCHOOL**



# **School Improvement Plan**

## **2020-2021**

*Growing together as children of God*



## Introduction



This plan has been created as a result of a review of the objectives in 2019-2020, and following analysis of the end of year data from 2018-2019. As a result of COVID-19, there is no end of year data from 2019-2020. Data in SEF and SIP is from end of 2018-2019.

The Ofsted area for development (2013) was to ensure that children are consistently given opportunities to respond to their teacher's marking and feedback and to correct their work.

The SIAMS areas for development (2018) are to develop opportunities for global studies so that pupils increase their awareness and understanding of Christianity as a world-wide multi-cultural faith and to embed the new assessment arrangements in religious education (RE) so that teachers can continue to have an accurate understanding of the progress and attainment their pupils are making.

### **Our Mission:**

*Growing together as Children of God – inspiring, developing and nurturing*

We want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.

We work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together

We are growing together as **children of God**, strengthening our faith, secure in the knowledge we are unique, loved and cherished.

### **Our Vision:**

We want to be the school of choice for families and staff to grow in confidence, independence, resilience and knowledge

We want to be a safe, nurturing school, offering an inspiring broad and balanced curriculum, with strong Christian values, educating the whole child.

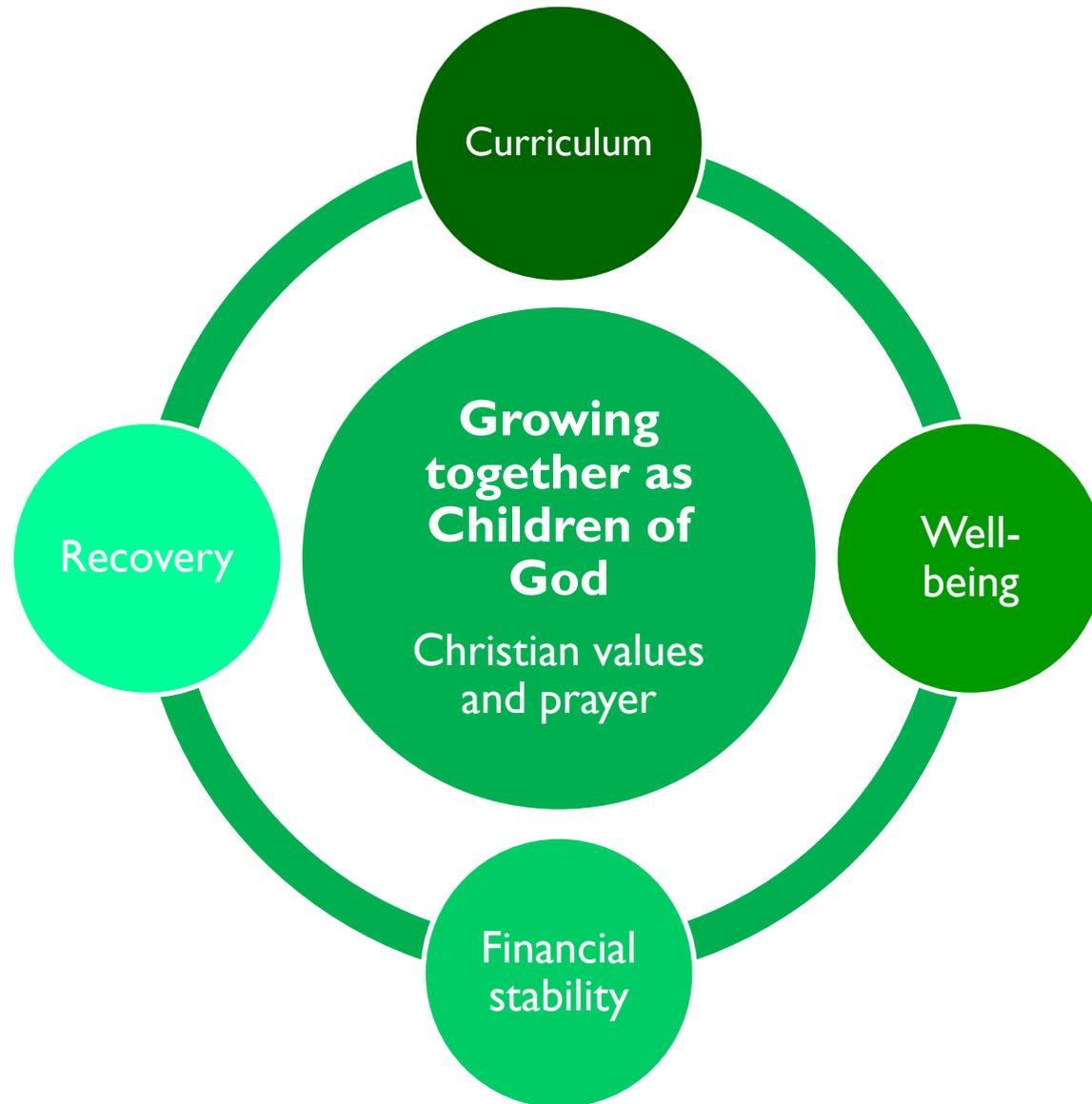
### **Isaiah 58:11-12**

<sup>11</sup> The LORD will guide you always; he will satisfy your needs in a sun-scorched land and will strengthen your frame.

You will be like a well-watered garden, like a spring whose waters never fail.

<sup>12</sup> Your people will rebuild the ancient ruins and will raise up the age-old foundations; you will be called Repairer of Broken Walls, Restorer of Streets with Dwellings.

## Key Priorities 2020-2021



## Growing together as Children of God

We will hold unswervingly to our Christian values and will be a praying community.

We want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.

We will ensure that all children **recover** from the impact of the COVID-19 lockdown so that all are appropriately challenged and supported to achieve their full potential, through quality first teaching, and specific interventions.

We will continue to develop the **curriculum** (intent, implementation and impact) to ensure that the school always provides a rich, varied and exciting curriculum that inspires the children and develops progression of skills and a love of learning.

We work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together

We will prioritise mental health and **well-being** for children, families and staff.

We are growing together as **children of God**, strengthening our faith, secure in the knowledge we are unique, loved and cherished.

We will explore ways of maximising our income and minimising our expenditure to develop **financial stability**.

We will hold unwaveringly to our Christian values and will be a praying community.



Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>SIAMS</b>	To develop the children's understanding of Christianity as a world religion (SIAMS 2018).	Faith Team Growing Together in Spirit Team Headteacher	Ongoing	Worship	Through discussions, children understand that Christianity is a world religion	
<b>Behaviour and Attitudes</b>	To participate in Southwark Diocese's Growing Faith project by developing the prayer life of the school and making links between home, church and school.	Faith Team Growing Together in Spirit Team Headteacher	Ongoing	Prayer at Home resources	Prayer is central to the life of the school – feedback received from the Growing Together in Spirit (Children's Faith Team) and the Parent Prayer Group.	
<b>SIAMS</b>	To continue to embed the Christian ethos into the life of the school, especially within the policies of the school.	All Governor Committees	Ongoing, as policies are renewed/revised		All stakeholders are fully aware of the Christian ethos of the school. The school sees prayer as vital. The Christian ethos of the school is fully lived out in every aspect of school life, as evidenced in relationships with each other.	

We will ensure that all children **recover** from the impact of the COVID-19 lockdown so that all are appropriately challenged and supported to achieve their full potential, through quality first teaching, and specific interventions.

Ofsted/ SIAMS Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>Behaviour and Attitudes</b>  <b>Personal Development</b>	To regularly complete well-being check-ins on pupils To keep familiarity in as many routines as we can To identify pupils affected by COVID-19 and strategies put in place, e.g. ELSA, daily check-ins with a key person To continue to communicate effectively with parents albeit in a different way	All staff  All staff  Teachers and Inclusion Lead  All staff	Ongoing  Ongoing  Ongoing  Ongoing	Meeting time ELSAs  Website Parentmail Learning Platform	Children come to school happily. Results of the pupil survey show that children feel safe in school and have someone they can talk to if they have a problem.  Results from parent survey indicates that parents are positive about the communication from the school.	
<b>Behaviour and Attitudes</b>  <b>Personal Development</b>	To regularly check-in on staff To promote working 'SMARTer' with all staff To signpost webinars and services to support staff mental and physical health To slim-line meetings and aim for more quality and less quantity	SLT  PSHE Lead  SLT	Ongoing	Time  CPD and well-being services	Results of staff survey show that staff well-being is positive.  Results from staff survey show that staff workload is manageable.	
<b>Quality of Education</b>	To conference UKS2 pupils through a 1:1 meeting with teacher each half term to identify and review targets in regard to Maths and English key skills. To develop independent learning further through the use of knowledge organisers and quizzes.	UKS2 Teachers  All Teachers	Half-termly  Ongoing	Set time  KOs, quizzes, flashcards, etc.		

<p><b>Quality of Education</b></p>	<p>To deliver retrieval practice training in September INSET          To plan regular opportunities for retrieval practice – quizzes, brain dumps, flashcards, etc.          To use Sumdog diagnostic tests and ‘ready to progress’ criteria to identify pupils for maths intervention and to plan their programme.          To develop more ‘in class’ intervention opportunities.          To develop the wider use of support staff within class: utilising LSAs to support other pupils whilst teacher focus on EHCP children.</p>	<p>Deputy           Teachers           Teachers           Teachers and Inclusion Lead           Teachers and Inclusion Lead</p>	<p>September           Ongoing           Termly           Ongoing           Ongoing</p>	<p>INSET time           Kos, online quiz resources           Sumdog           Many available resources in school</p>	<p>Interventions delivered, as a result of diagnostic assessments, have a positive impact on the progress of the children as identified in the assessment data.</p>	
<p><b>Quality of Education</b></p>	<p>To use Pupil Premium funding for summer tuition          To use Catch-up funding for 1:1 tuition during Autumn and Spring terms.          To provide access to workbooks and reading materials for pupils where this is lacking at home.</p>	<p>Deputy           Deputy           Deputy</p>	<p>Summer 2020           Autumn 2020           Ongoing</p>	<p>Teachers &amp; online access           Teachers &amp; online access           Funding</p>	<p>Pupil Premium and Catch-Up funding has a positive impact on targeted children as evidenced by assessment data.</p>	

We will continue to develop the **curriculum** (intent, implementation and impact) to ensure that the school always provides a rich, varied and exciting curriculum that inspires the children and develops progression of skills and a love of learning.

Ofsted Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>Quality of Education</b>  Teaching and Learning CPD	To deliver relevant training and opportunities for a variety of CPD with a focus on pedagogy – many online and zoom delivered opportunities available now To set appropriate appraisal targets - SMART To develop a clear monitoring plan with timely/achievable feedback To access high quality resources	Deputy  Phase Leaders Deputy	Ongoing  Oct 2020  Ongoing	Merton SAMS SDBE Alliances  Other schools & companies	Staff evaluations report that training and appraisals have been useful and has had a positive impact on their teaching.	
<b>Quality of Education</b>  Maths & English	To adopt an online maths scheme, alongside White Rose Maths to support planning of lessons To use the DfE's Ready to Progress criteria for maths from Years 1-6 to regularly assess the core skills and knowledge in each year group To employ 'same-day' intervention strategies to support children's understanding To introduce Vocabulary Ninja as an engaging SPAG resource across the school	All teaching staff	Autumn  Autumn  Ongoing  Autumn	Subscription  DfE criteria  Lesson resources & manipulatives Online resource	Data shows that progress in maths and English is at least expected across Years 1-6.	
<b>Quality of Education</b>  EYFS	To be updated on the new EYFS curriculum changes to ELGs and assessment. To be an Early Adopter school for the new EYFS framework. To offer regular opportunities for EYFS Leader and staff to receive training on new framework and liaise with other schools.	EYFS Lead  CPD Lead	Autumn  Ongoing	Time  Merton  Merton SAMS SDBE Alliances	The new EYFS Framework is taught Children achieving GLD at or above GLD percentage for Merton.	

<p><b>Quality of Education</b></p> <p>Curriculum</p>	<p>To adopt the Kapow scheme of work for Art and DT where skills are taught through video by experts</p> <p>To use a purchased scheme to plan and teach science from Years 1-6 to ensure consistency and progression</p> <p>To develop the Humanities scheme of work throughout the year to ensure full curriculum coverage in Years 1-6</p> <p>To plan and develop schemes in line with National Curriculum objectives and the progression of skills documents already produced</p> <p>To develop a whole school map of subject and themes shared with all staff to avoid overlapping of skills or knowledge</p> <p>To introduce Knowledge Organisers (Kos) for Science, History, Geography, Art and DT in Years 1-6 to help support retrieval practice and pre-learning</p> <p>To develop and promote a curriculum intent for their subject.</p> <p>To include regular mini-quizzes in lessons to support retrieval practice</p> <p>To develop working groups of staff and pupils to feedback on the new schemes of work, knowledge organisers and quizzes.</p>	<p>Art Lead</p> <p>Science Leads</p> <p>All Leads</p> <p>All Leads</p>	<p>Autumn</p> <p>Autumn</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn</p> <p>Autumn</p> <p>Ongoing</p>	<p>Kapow subscription</p> <p>PlanBee subscription</p> <p>Time</p> <p>Skills documents</p> <p>Long term plans</p> <p>Time</p> <p>Staff Meeting</p>	<p>Feedback from the children demonstrates a secure understanding of the subjects taught. Pupils are able to articulate the subject they are studying and the knowledge and skills they are learning. Pupils are able to make links between what they are learning and previous knowledge/skills taught.</p>	
<p><b>Quality of Education</b></p> <p>Equalities</p>	<p>To conduct a thorough review of texts in school to ensure a wide range of authors, from many different backgrounds, are used</p>	<p>English Lead</p> <p>Classteachers</p>	<p>Ongoing</p>		<p>Texts used are from a wide range of authors</p>	

We will prioritise mental health and **well-being** for both children and staff.

Ofsted Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>Behaviour and Attitudes</b>	To maintain our excellent approach to anti-bullying through the All Together Anti-Bullying Alliance.	PSHE Lead All Staff CFC Committee	Ongoing	Anti-bullying Alliance	School achieves Gold All Together award.  Incidents of bullying are reduced.	
<b>Behaviour and Attitudes Personal Development</b>	To enhance the support given to families and staff in order to signpost them to tools to promote positive well-being at home and at school.	PSHE Lead All Staff CFC Committee	Ongoing		Parents and staff report that Well-being Bulletins and information shared has had a positive impact on the mental health of their family.	
<b>Behaviour and Attitudes Personal Development</b>	To further enhance the school as a Healthy School through promotion of healthy eating and physical activity.	PSHE Lead CFC Committee PE Lead All Staff	Ongoing		To achieve the Gold Healthy School Award.	
<b>Behaviour and Attitudes Personal Development</b>	To enhance the outside play area to provide exciting places for the children to play in.	HOTS	By end of Autumn term	HOTS resources	The Wild Garden is developed providing another safe outside space for the children to play in.	

We will explore ways of maximising our income and minimising our expenditure to develop **financial stability**.

Ofsted Focus Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>Leadership and Management</b>	To implement 30-hour nursery and lunchtime provision	Nursery Lead SBM Business Committee	By September 2020		30 hour nursery is successfully implemented	
<b>Leadership and Management</b>	To work with HOTS, governors and the school finance teams to ensure that all funds (including donations) are used strategically.	HOTS Business Committee SBM/Finance Team	Ongoing		Funds are allocated strategically, taking into account the different funding streams.	
<b>Leadership and Management</b>	To continue to maximise income from lettings, despite COVID restrictions.	SBM Business Committee	Ongoing		Income is generated as a result of lettings	

Whilst the above are our key priorities for 2020-2021, we will also continue with the following strategies for improvement:

<b>Ofsted Area</b>	<b>Strategies</b>
Quality of Education	Ensure effective monitoring of foundation subjects Raise attainment in Maths at KS2, especially with regards to the lower attainers at KS1 Ensure that children arriving during KS2 receive the support they need to raise their attainment (19 children arrived in KS2 of which 9 did not meet the expected standard at end of KS2)
Behaviour and Attitudes	Continue to monitor attendance and punctuality to ensure that all families recognise the importance of being in school on time, and regularly. Continue to celebrate differences and diversity within the school community
Personal Development	Continue to ensure that all peoples are celebrated Continue to ensure that all have equal access to the enrichment opportunities available Continue our work on becoming an Eco-school
Leadership and Management	Ensure the school is a safe place for children to learn in and has implemented the Government's measures to minimise the risk of COVID infection Maintain highly effective safeguarding processes through embedding MyConcern Continue to use Pupil Premium effectively Consider alternative ways of assessing children with SEND Continue towards journey of being GDPR compliant
EYFS	Continue to develop the outside learning area Embed the reading scheme linked to the Read Write Inc phonics programme