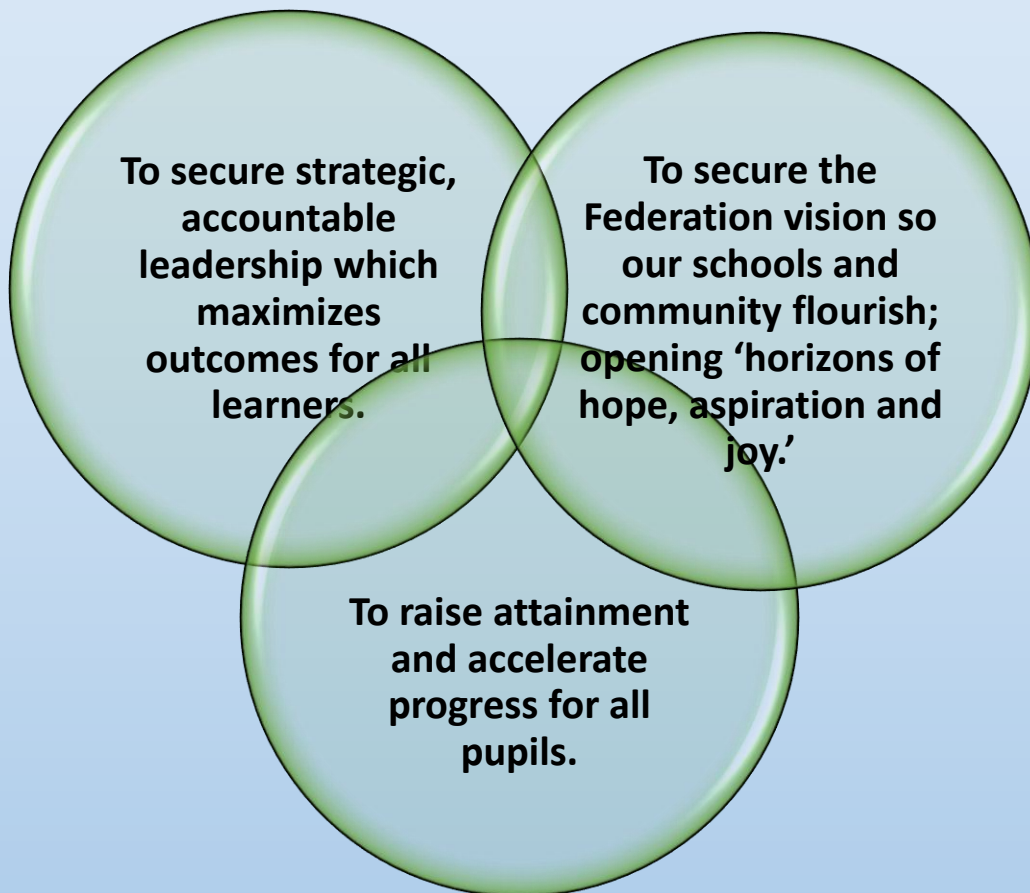


# The Federation of Holy Trinity Church of England Schools



*'Loved by God and one another, Holy Trinity is a welcoming community of faith, where we learn and flourish together. Each day opens up horizons of hope, aspiration and joy!'*

## School Development & Improvement Plan 2023-2024

This is a live document and as such will be updated as and when actions are completed, new priorities emerge and evaluations are undertaken.

## Priorities 2023 ~ 2024

This development plan should be read alongside the Federation Self-Evaluation forms (SEF & SIAMS SEF) as well as IDSR

### **OFSTED**

- Holy Trinity CE Infant School has been subject to 2 monitoring visits during the last academic year and is now due a section 5 OFSTED inspection.
- Holy Trinity CE Junior School was inspected 27–28 June 2021 and was judged to be RI

Priorities take account of

- **Infant Inspection Monitoring Visit 2021** The school should take further action to:
  - ensure a consistent approach to how staff apply and deliver phonics knowledge to the whole class, to small groups and when reading with individual pupils.
  - further develop the wider curriculum so that all subjects are clearly planned and sequenced to enable pupils to build their knowledge over time.
- **Junior Ofsted June 2021** What does the school need to do to improve?
  - Leaders should ensure that pupils are securing the right essential knowledge to build on and learn over time.
  - Leaders should ensure that teachers check that the work which is set for all pupils in all subjects is matched appropriately with what pupils need to know or be able to do next.
  - Senior leaders should ensure that all leaders and staff are clear of the current school improvement priorities, and their role in taking action and measuring success.

Priority	Key Priorities
<p><b><u>Leadership and Management</u></b> As leaders, we need to ensure that teachers have a clear understanding of how to set appropriate work for all pupils, taking into account their individual needs and abilities. We will provide ongoing support and professional development opportunities to equip teachers with the necessary skills and knowledge to effectively match the work set with what pupils need to know or be able to do next.</p>	<ul style="list-style-type: none"> <li>• Embed new strategic leadership structures and teams to secure effective challenge and accountability maximizing outcomes for all learners.</li> <li>• Communicate systematic, transparent and accurate information to enhance governance effectiveness facilitate informed challenge from LAC enabling all governors to meet expectations of their roles.</li> <li>• Maximize the impact of LDLT partnerships on the quality of teaching and learning.</li> <li>• Ensure clarity, transparency of Pupil Premium and Sport Premium Funding ensuring the school is compliant with DfE and statutory legislation.</li> <li>• Review SEND strategy to ensure effective provision for identified pupils in delivering targeted interventions and supplementary classroom provision for SEND pupils.</li> <li>• Prioritise and celebrate a love of reading in each cohort ensuring pupils read fluently, widely and often across all subjects.</li> <li>• Secure EYFS / Y1 accelerated phonic and early reading interventions.</li> <li>• Raise attainment and accelerate progress of writing.</li> <li>• Secure higher % of pupils in all year groups achieving GDS in writing when assessed at each termly assessment point.</li> <li>• Raise attainment and accelerate progress in maths</li> <li>• Embed mathematical fluency progression framework, securing knowledge and skills in pupils' long-term memory.</li> <li>• Enhance subject leadership in order to maximize the impact on the quality of education in the school.</li> </ul>
<p><b><u>Quality of Education</u></b> Our school needs to improve in ensuring that the work set for pupils enables them to demonstrate their depth of knowledge and identify any gaps in learning. We will ensure that teachers regularly check the appropriateness of the work set for all pupils in all subjects, matching it appropriately with their individual needs.</p>	<ul style="list-style-type: none"> <li>• Enhance the expectation of excellent teaching through the consistent delivery of high impact teaching and learning strategies which evidence impact on pupil outcomes.</li> <li>• Strengthen the effectiveness of assessment strategies and tasks that provide feedback for teachers that allow them to accurately identify gaps in pupil knowledge and adjust their teaching according</li> <li>• Improve the quality of feedback increase the proportion of feedback that is specific, actionable and helps pupils move forwards in their thinking.</li> <li>• Establish whole school Retrieval and Retention strategies to improve pupil long-term retention of knowledge enabling pupils to have deeper understanding of key concepts and ideas across subjects.</li> <li>• Update T&amp;L Policy to maximise opportunities for learning. Develop autonomy of learning through mindset, metacognition, self- regulation and collaborative learning strategies.</li> <li>• Embed a culture and challenge surrounding exceeding and achieving cohort data expectations.</li> <li>• Increased academic progress for key priority pupils and effective provision through targeted intervention.</li> <li>• Ensure that identified pupils with special educational needs and disabilities (SEND) receive targeted interventions and supplementary classroom provision that effectively supports their individual needs and promotes their progress and inclusion.</li> <li>• Establish Learning means the World (LMTW) whole school thematic comprehensive foundation curriculum framework that outlines the essential knowledge and skills for each subject.</li> <li>• Ensure all learners can clearly and confidently articulate their learning, makes links to prior learning, and are ready for their next steps in education.</li> </ul>
<p><b><u>Behaviour and Attitudes</u></b> We need to address the issue of some pupils finding the work too easy. We will work towards providing challenging and engaging tasks that cater to the varying abilities and needs of all pupils, ensuring that they are appropriately stimulated and motivated to achieve their full potential.</p>	<ul style="list-style-type: none"> <li>• Establish six core learning behaviours to secure consistent maintain calm, safe and supportive, productive learning environments.</li> <li>• Embed pupil voice to instill the knowledge, behaviours, and skills that children need to independently model their commitment to 'Love your neighbour as you love yourself'. Luke 10:27</li> <li>• Instill a positive and inclusive school commitment that all children can 'dream freely without barriers'.</li> </ul>
<p><b><u>Personal Development</u></b> We will strive to create an environment where pupils are actively engaged in their learning and have opportunities to overlearn material covered in lessons. We will encourage pupils to take ownership of their learning, think critically, and seek opportunities to extend their understanding beyond the classroom.</p>	<ul style="list-style-type: none"> <li>• To implement the Thrive Approach to support pupil wellbeing, improve attendance, behaviour and attainment.</li> <li>• Develop and strengthen Team Trinity initiatives through regular opportunities for staff to provide feedback and suggestions for improvement to balance the workload and improve wellbeing of all staff.</li> <li>• Expand parental partnerships for SEND children beyond the core offer evolving an ambitious SEND strategy which is inclusive and enables all God's children to flourish together.</li> <li>• Securing the school's high profile of Safeguarding and Child Protection in line with the school's key priorities) advocating for all pupils within our community to ensure they are valued and treated with dignity and respect</li> </ul>
<p><b><u>Christian Distinctiveness</u></b> To actively promote the Federation's Christian vision through living our Christian values</p>	<ul style="list-style-type: none"> <li>• Celebrate our core Christian and whole school ethos.</li> <li>• Evidence and celebrate the impact of school worship on enriching our Christian faith and practice to maximise the impact of virtual, shared and collective worship.</li> <li>• Establish regular opportunities for reflection and spiritual development.</li> <li>• Sustain and strengthen our relationship with Ripon faith communities</li> <li>• Improve parent partnership to inform and measure the impact of the school on 'life in all its fullness', attitudes to learning, behaviour &amp; aspiration for the next stage of learning.</li> </ul>