

School Development Plan 2024-25



Holy Trinity Church of England Primary School

The Best for Every Child – a Unique Child of God

September '24

Every school has a unique character and at Cookridge Holy Trinity we pride ourselves in providing a warm, welcoming and inclusive environment in which your child will develop as an individual, and achieve their true potential.

We are very much part of the local community and are recognised as a friendly, welcoming place which is popular for parents and their children. Led by our Holy Trinity Values we uphold a Christian Ethos where each individual is valued as a child of God and where education of the whole child is catered for.

As a Church of England school, we are distinctive in that we foster an environment built on Christian beliefs, mutual respect and valuing differences. All children are members of Cookridge Holy Trinity, they will experience exciting learning opportunities through our extensive creative curriculum.

We have high expectations of the pupils both socially and academically. We aim to provide them with the experiences they need to develop into successful learners; confident individuals and compassionate citizens of God's family.

We have a talented, caring and committed team who assist every child to achieve their full potential. who believe in the best for every child as a unique child of God.

Our School Aims:

To provide a happy, safe, secure, Christian environment in which the child can develop emotionally, intellectually, physically, socially and spiritually.

To promote the Christian ethos of the school, provide spiritual development across the curriculum and in Collective Worship, being respectful and tolerant of other religions and cultures.

To promote self-respect together with respect for discipline and positive behaviour

To promote a broad, balanced, interesting and challenging curriculum with English, Mathematics and ICT skills enhanced through all subjects of the National Curriculum.

To maximise each child's potential and their ability to work both independently and co-operatively.

To promote an inclusive learning environment, where it is exciting to learn, safe to experiment with learning and one that develops an enquiring, creative mind

To promote an interest in leading a healthy lifestyle through involvement in Physical Education.

To foster positive relationships with home, the Church and the local community that is beneficial and supportive for the child.

To help children to acquire understanding, knowledge and adaptability skills relevant to adult life and future employment in a rapidly changing world.

These aims underpin the School Development Plan and its central focus of raising pupil achievement

The current School Development Plan (SDP) was formulated with all staff in the autumn term in the light of school self-evaluation and findings from monitoring in school, OfSTED and SIAM inspections. It is then adapted and agreed at a Governing body meeting.

Each curriculum leader has clear ideas of what they want to achieve in their area over the coming year, action plans are developed to reflect these areas and are worked on over the course of the year.

The Staff and governors have identified the key areas for development this academic year these are our **School Priorities:**

Leadership & Management Priorities:

Our aim continues to be to develop a distributed style of leadership where staff are working collaboratively together through:

Ensuring that SMT members attend training/development working with the cluster to look at the wider aspects of a school wide focus in leadership;

Working with outside advisor to evaluate effectively the strengths and areas of improvement in school working with Cookridge and Adel Primaries in the Learning 3's project what steps need to be put in place to secure those improvements

Develop school as a learning community through a Peer Coaching model

Performance management targets to focus on progress and pupil attainment in Reading, Writing Mathematics and curriculum leadership. Targets will focus upon developing % of children achieving EXS in RW+M. **No Child is left behind/underachieves from their starting points.**

Curriculum leadership skills to be further developed so that teachers who lead a curriculum area know what the areas of strength and what areas are to develop within their curriculum area.

Subject leader skills will be further developed through them leading staff meetings focussing on developing their curriculum area, utilising the Subject Leader Handbook which will enable them to have a more in-depth overview of what is happening across the school that is consistent across all subject areas.

Ensuring that Pupil Premium and catch-up premium money is raising the attainment of children across school.

Ensure that, as a school, we are addressing issues related to the positive mental health of our community.

Teaching & Learning Priorities: To continue raise standards in the core subjects.

We aim to raise standards even further in the core areas through a number of initiatives. These include:

To ensure that children are working at a greater depth in Reading Writing and Maths through the teaching of basic skills and through problem solving and continuing to develop and embed the mastery approach to teaching so that children are making progress which is at least as good as or better than similar learners nationally.

Ensure that those children who didn't meet the threshold for the phonics screen have additional support so that they either meet the threshold in year 2 or have additional work during year 3 and beyond.

Progress in all subjects is substantial and sustained.

To ensure that the teaching of writing in school is embedded so that there is a range of genre covered and when it is re-visited in different year groups there is a marked difference in expectations and quality produced.

The assessment of writing is accurate, and children are able not only to write with fluency, but they can write for sustained periods of times.

To accurately record assessments at the end of each unit of work on FFT (Fischer Family Trust)

To ensure children increase their 'Science Capital', through parental and community links.

Children discuss/debate issues in a considered way showing respect for others' ideas and points of view (P4C (oracy) is embedded).

To ensure that pupils are more involved in the planning and delivery of Collective Worship – especially at key times of the year.

Revisit strategies for metacognition and self-regulation so that children learn skills to enhance work already covered on Growth mind-sets.

Achievement Priorities

To continue to ensure that more children are achieving the expected standard in reading writing and maths.

Ensure that children on SEN register and those children who are not making expected progress have specific interventions in place so that they make good progress.

Ensure that the foundation curriculum teachers a clear sequence of learning so that children can make links in their learning and so retain those 'sticky facts' and therefore make links across their learning.

Ensure that the gaps in children's knowledge and understanding are closed as quickly as possible so that they can access the key objectives from their current academic year.

Government Initiatives: the implementation of current initiatives

The school will develop and embed several initiatives over the year.

These are:

- To continue to deliver bespoke wave 3 intervention in reading and mathematics
- To continue to ensure that Pupil Premium and Catch-up Premium money is raising the attainment of children across school
- To embed inference reading programme in school to improve children's reading, reasoning and understanding skills.
- To ensure that children including those with SEN make the best possible progress possible from their starting points.
- To embed Mastering Number across Milestones

Performance Management Cycle	Aspect	2024-25	2025-26	2026-27	
	Ref 1 The quality of education	Reading and phonics	<p>Reading in school enables children to build upon their fluency, confidence and comprehension through the teaching of specific skills for reading.</p> <p>To continue to embed FFT Phonics programme in EYFS, Y1 and Y2 so that children quickly acquire phonological awareness and can use it in their reading and writing with accuracy and confidence</p> <p>To continue to embed Lightning Squad and Reading Quest as a wave 2 intervention</p>	<p>English and maths skills are taught so that children are able to work to a greater depth</p> <p>Curriculum is engaging and ensures that children are applying their basic skills in English and Maths across the curriculum.</p>	<p>English and maths skills are taught so that children are able to work to a greater depth</p> <p>Curriculum is engaging and ensures that children are applying their basic skills in English and Maths across the curriculum.</p>
		Writing	Ensure that teachers are teaching of specific skills in different genres in writing so that children make good progress in English and also across the curriculum.		
		Maths	To ensure that 'Mastering Number' is taught consistently across school		
		Curriculum Focus for the year: embed work established	The curriculum ensures that children's ability to remember and do is strong regardless of starting points. The curriculum is cohesively planned and taught.		
		Teaching	<p>Teachers present information clearly, promote appropriate discussion, check pupils' understanding systematically, and identify misunderstandings and adapt teaching as necessary to correct these</p> <p>Teaching delivers the subject curriculum in a way that allows pupils to transfer key knowledge to long-term memory.</p> <p>Teaching is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points</p>		
	Assessment and SEN	<p>Teachers are using assessment to check pupils' understanding of what the curriculum intent says they should know, and to identify and correct misunderstandings and inform teaching.</p> <p>Teachers are recording assessment using FFT</p> <p>Children identified as SEN have specific curriculum targets to enable them to meet learning outcomes so that they make good progress from their starting points.</p>			
Ref 2 Behaviour and Attitudes	Attendance	<p>School works with families whose children who are persistently late to ensure that they improve punctuality.</p> <p>School to ensure that attendance continues to be a high priority for leaders and for it to continually remain above national levels for all groups of children.</p> <p>97% attendance target</p>	<p>97.5% attendance target</p> <p>School works with families whose children who are persistently late to ensure that they improve punctuality.</p>	<p>98% attendance target</p> <p>School works with families whose children who are persistently late to ensure that they improve punctuality.</p>	

	Keeping safe and healthy	To ensure that children have strategies to keep themselves safe in school and at home, including aspects of the school Travel Plan – to maintain the gold standard Mental Health week this year focuses upon...	To ensure that children have strategies to keep themselves safe in school and at home, including aspects of the school Travel Plan – to maintain the gold standard	Pupils can explain accurately and confidently how to keep themselves healthy through an understanding of how to eat a healthy diet how to keep physically and mentally healthy appropriate to their age range
	Anti-bullying week	This year the theme is ‘Choose Respect’	The theme this year is:	The theme this year is:
	Behaviour policy review	Review Behaviour Policy and Anti-Bullying Policy – update child friendly versions of these policies		
	Mental Health Ambassadors	Mental health ambassadors voted for and have training and an established role in school		
Ref 3 Personal Development	OPAL	To develop further and embed OPAL (Outdoor Play and Learning)	Focus for the year:	Focus for the year:
	Rich diverse and coherent curriculum	To continue to develop children’s ‘science capital’ through science share. Pupils know how to discuss and debate a range of issues and ideas in a considered way and so promote their cultural capital		
	Class reps for PE, Worship Team, School council, Team Captains, Eco-warriors	Class reps make a marked contribution to the development of the curriculum in school The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs through school elections where children understand how these elections reflect how people are elected for parliament.		
	PSHE and P4C Curriculum	Children are confident and articulate. PSHE including RSE is embedded in the curriculum Teachers are using PSHE and P4C to enable children to understand their mental health and wellbeing needs.		
	Online Safety	Children are able to recognise the dangers of inappropriate use of mobile technology and social media	Review LGBTQ+ resources	
	Spiritual Development	Spirituality is developed across the curriculum so that there are opportunities for children to grow spiritually so that they have a sense of enjoyment and fascination in learning about themselves, others and the world around them.	Spirituality in the curriculum has an impact upon children’s learning	
	Collective Worship	Children play an integral part during Collective Worship Year 4 to take part in Communion during the Spring Term.	Children play an integral part during Collective Worship.	Children play an integral part during Collective Worship.

Ref: 4 Leadership and Management	Performance Management All Staff have reading writing and maths combined target as part of Performance Management	<p>To ensure that all performance management targets are clear and have a focus on raising standards through an appropriate level of challenge and by identifying the correct level of support for continuous teacher improvement so that teaching is highly effective across school.</p> <p>School will rightly continue to focus upon Reading, Writing and Maths progress and attainment so that children will leave Holy Trinity with the skills necessary to make continued good progress in the next phase of their learning.</p> <p>The whole school focus is upon Writing and Maths and also ensuring that children are given the skills to make rapid gains in what they are able to do through bespoke catch-up programmes.</p>	Performance Management ensures that school establishes continuous development.	Performance Management ensures that school establishes continuous development.
	Teaching and Learning	Good quality CPD enables teachers to develop further their teaching repertoire work with Trust school curriculum leaders to ensure consistency and support in each curriculum area	<p>Ensure that the quality of teaching and learning is consistently good or outstanding</p> <p>Assessments are moderated in school and across the Trust Schools.</p> <p>SMT leading on curriculum monitoring identifying children at risk of underachieving - from their starting points and closely monitoring progress ensuring the correct level of challenge is present</p>	<p>Ensure that the quality of teaching and learning is consistently good or outstanding</p> <p>Assessments are moderated in school and across the Trust Schools.</p> <p>SMT leading on curriculum monitoring identifying children at risk of underachieving - from their starting points and closely monitoring progress ensuring the correct level of challenge is present</p>
	Focus for the year: embed work established in French and music	SMT leading on curriculum monitoring identifying children at risk of underachieving from their starting points including children on SEN register and children identified as Pupil Premium and closely monitoring progress ensuring the correct level of challenge is present		
		Continue to monitor teacher's workload to ensure that unnecessary tasks are removed and their work focuses upon having maximum impact upon children's learning and progress.		
		Ensure that the quality of teaching and learning is consistently good or outstanding Assessments are moderated in school and across the Trust Schools		
	Subject leadership	SMT carry out monitoring of work so that they can ensure that all children are making progress whether the knowledge and skills they have learned are well sequenced and have developed incrementally – any child at risk of underachieving is identified and their progress is closely monitored		
		Subject leaders have the skills to support the knowledge and understanding of teachers in delivering their subject area so that children understand key concepts, and that they can transfer key knowledge to long-term memory and apply it fluently Subject leaders ensure that their subject rationale reflects what is happening in lessons		
		Milestone meetings ensure that consistency across year groups is maintained.		

		EYFS	<p>EYFS leader ensures that the curriculum and care practices meet the needs of the range of children who attend, particularly any children with SEND</p> <p>Ensure that every interaction between adults and children enable children to move forward in their learning, there is consistency across the year group</p> <p>EYFS leaders monitor children's learning and development over time. They will ascertain how well the curriculum is meeting children's needs. This will be evident in the extent to which children know and remember more of the intended curriculum. Inspectors need to make careful inferences about children's current progress</p> <p>How well the outdoor environment is used to support children's learning and progress</p>		
Ref: 5 Governors, Parents And Community	Continue to develop the relationship with the community to ensure the profile of the school is maintained and heightened.	<p>The whole school community can articulate the Holy Trinity Values for the school</p> <p>Parents and community with science-related jobs are actively engaged in school science events.</p> <p>Governors are active in their role of support and challenge. They meet with school subject leaders where clear information and expectations about teaching and learning in school is obtained. This is followed up with learning walks which involves looking in books, talking with children and observing the learning environment.</p> <p>Governors ensure what is seen on the learning walks matches what school subject leaders have told them and challenge where appropriate. The teaching and learning committee feed back to the full governing body.</p>			
	Parent engagement	<p>Parents are given guidance about how to support their child to improve because they are provided with clear and timely information on how well their child is progressing and how well they are doing in relation to the standards expected.</p> <p>Parents invited to regular Stay and Play sessions</p>			
Ref: 6 Premises		<p>Health and Safety issues address from the audit</p> <p>Governors take an active role in ensuring that health and safety around school complies with all polices and procedures. The chair of the Built environment committee regularly involved in health and safety walks/audits with the senior leadership team.</p> <p>Bid for 2025 - Canopy for the school kitchen</p>	<p>Health and Safety issues address from the audit</p> <p>Roof refurbishment part 3</p>	Evaluation of whether funds are available for a car park.	

Ref 1: The quality of education Targets	Success criteria	Action to be Taken	Timescale	Personnel involved	Resources	What impact?	Monitoring of target Who? How?	Outcome
Reading and phonics	Reading in school enables children to build upon their fluency, confidence and comprehension through the teaching of specific skills for reading.	Ensure that children are using scheme books that are the correct level for them (90% accuracy). Books that children use in EYFS and KS1 match with the phonics they have been taught	From September 24	EYFS and KS1 staff English leader	FFT Success for All Phonics programme Lightning Squad materials £1075	95% of children meet the threshold of the phonics screen	Progress matters meetings explore which children are on track to meet the threshold of the phonics screen. Those children who are not on track will have additional support to help them catch up. Children in year 3 and 4 who didn't meet the threshold will have their progress analysed. Deep dive in phonics 23 rd November	
	To continue to embed FFT Phonics programme in EYFS, Y1 and Y2 so that children quickly acquire phonological awareness and can use it in their reading and writing with accuracy and confidence	Teachers are using the FFT phonics programme to teach children in year R, 1 and 2. Children in year 3 and 4 have access to catch up programmes from FFT to support children that did not meet the phonics threshold	From September 24	All staff	Reading books that match phonics scheme £2000	Use of Reading Programme with teacher follow up ensures that children are accessing appropriate reading material	English leader monitoring reading assessments	
	To continue to embed Lightning Squad and Reading Quest as a wave 2 intervention	Use of Lightning Squad Reading Programme for children in year 3 and 4 to close the gaps that some children have. Gaps in learning are addressed through effective assessment and children make good progress	From September 24	English Lead and HT	Lightning Squad programme Included in FFT above	children are accessing reading material that is appropriate , they are taught the necessary reading skills that moves them on in their learning.	English Lead and SMT	
Writing	Ensure that teachers are teaching of specific skills in different genres in writing so that children make good progress in English and also across the curriculum.	English subject lead reviews what genre of writing is taught . English subject lead ensures that VIPERS is in place in school	From September 24	English Lead and HT	Long term plan established	Children's writing across the year groups shows clear progression. Teachers are teaching fewer genres but in greater depth	English Lead and SMT	

Maths	To ensure that 'Mastering Number' is taught consistently across school	<p>Two teachers (Mrs Casling and Miss Styryn) to attend extended maths training – feedback to staff to enhance all teaching across the school. In Reception, year 1 and 2 concentrate upon the Mastering Early Number programme.</p> <p>Year 3 and 4 work on times tables so that they have the confidence and skills to take the end of year test. In year 4 children will follow the 'Mastering Number' programme</p> <p>In year 5 and 6 Children in year 5 will concentrate upon the 'Mastering Number' programme and children in year 6 will consolidate skills using mastering in number resources and make use of LBQ (Learning By Questions) resources.</p>	From September 24	Teaching staff	Release time	<p>Teachers attending West Yorkshire Maths Hub training and sharing their learning – staff meeting times</p> <p>Year 3 and 4 teachers with DHT attending CPD in maths White Rose</p> <p>90% of year 4 children achieve 20/25 in the times table test</p>	SMT and Governors	
Parental engagement in maths arithmetic	Parents know how to support their child at home with their arithmetic	<p>methods taught in school. Run by children</p> <p>Parents meeting Y3/4 – new assessment and practise ideas</p> <p>Maths stay and play in year groups</p> <p>Parent involvement in KS1</p>	From January '25	Maths Lead	Information sessions for parents	<p>Parents feel confident when supporting their child at home. They have information about up and coming changes in Maths</p>	Numbers attending Maths Stay and Play along with information sessions.	

<p>The Curriculum is embedded securely and consistently across the school, it builds coherently across year groups.</p> <p>Focus for the year: embed work established</p>	<p>The curriculum ensures that children's ability to remember and do is strong regardless of starting points. The curriculum is cohesively planned and taught.</p>	<p>Ensure that the match between the curriculum plan and teachers planning is seen in children's books.</p> <p>Ensure that the skills children learn through the curriculum are built upon so that they are producing work of high quality – including PP and SEND children</p>	<p>Continuing from September 23</p>	<p>All staff</p>	<p>Staff meeting time Release time where appropriate to monitor</p>	<p>Children's books demonstrate a development of skills across the curriculum. Work is varied and to a high standard.</p>	<p>SMT Work scrutiny Curriculum leaders with leadership time are monitoring work and speaking to children about their perceptions</p> <p>Learning 3's with a curriculum focus</p>	
<p>Teaching</p>	<p>Teachers present information clearly, promote appropriate discussion, check pupils' understanding systematically, and identify misunderstandings and adapt teaching as necessary to correct these</p>	<p>Teachers use a variety of strategies to ensure that children are learning in a systematic way and are retaining information already learned this may be through Pop quizzes, Remember it, Geog-your-memory etc</p>	<p>From September 24</p>					
	<p>Teaching delivers the subject curriculum in a way that allows pupils to transfer key knowledge to long-term memory.</p>	<p>Teaching is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points</p>	<p>From September 24</p>					
<p>Assessment and SEN</p>	<p>Teachers are using assessment to check pupils' understanding of what the curriculum intent says they should know, and to identify and correct misunderstandings and inform teaching.</p>	<p>Teachers are clear about what are the key things to assess, they have a repertoire of assessment tools to complete the assessments and the information from the assessment is used to move children on in their learning (impact)</p>	<p>From Sept 24</p>	<p>Curriculum leaders</p>	<p>staff meeting</p>	<p>Children can talk about their learning and the key facts that they have learned.</p>	<p>SMT Work scrutiny</p>	

		Curriculum leaders identify the key facts (subject specific information) and vocabulary that children need to learn in a specific unit of work. They have a range of assessment tools that teachers can use to assess these	From Sept 24	Curriculum leaders	staff meeting	Children can talk about their learning and the key facts that they have learned.	SMT Work scrutiny	
	Children identified as SEN have specific curriculum targets to enable them to meet learning outcomes so that they make good progress from their starting points.	<i>Teachers are ensuring that children with identified SEN are meeting their targets/learning outcomes</i>	Teachers are partners in setting children's specific targets	Ongoing from Sept 24	Teaching staff	Expectations shared on training day	Teachers can talk about the progress children with SEN provision are making	Progress matters meetings

Ref 2: Behaviour and attitudes Targets	Success criteria	Action to be Taken	Timescale	Personnel involved	Resources	What impact?	Monitoring of target Who? How?	Outcome
Attendance	School to ensure that attendance continues to be a high priority for leaders and for it to be improving beyond national, pre-pandemic levels. Target of 97%	Learning Mentor to monitor attendance on a weekly basis to ensure that children are attending school. To set up a monitoring schedule for those children who miss school School office to carry out first day calling (and ensure that all attendance marks are recorded each day)of children who are absent and parents have not called in to explain the absence. School works with families whose children who are persistently late to ensure that they improve punctuality. HT and LM meet to discuss attendance twice a month	From Sept 24	HT and LM	A set point on the Weekly Inclusion meetings to review children	Children are attending – especially groups of children such as Pupil Premium, SEN, BME	Learning Mentor and class teachers	
Keeping safe and healthy	Keeping safe and healthy	To ensure that children have strategies to keep themselves safe in school and at home. Mental Health week this year focuses upon ... TBA	D:Side activities in October and June	LM P4C lead PSHE lead Mental Health Lead	£500 for D:side	Children have the skills and confidence to apply themselves to their learning and can therefore make progress they are capable of.	SMT Monitoring of lessons	
	Anti-bullying week	<i>This year the theme is 'Choose Respect'</i>	November 24	PSHE Lead	£200 for Anti-bullying alliance resources	Children understand what bullying is they can recognise it and know what to do if it happens to them or anyone they know	School council to find out about Pupil voice around Anti-Bullying	
	Behaviour policy review	Review Behaviour Policy and Anti-Bullying Policy – update child friendly versions of these policies	November 24 during Anti-	All staff		Staff know how to identify harmful behaviours		

			bullying week					
	Mental Health Ambassadors	Mental health ambassadors voted for and have training and an established role in school – taking a lead in Anti-bullying week and Mental Health week	From Sept 24	PSHE Lead	Weekly meetings as appropriate Additional learning mentor appointed	Children have the skills and confidence to support other pupils		

Ref: 3 Personal development Targets	Success criteria	Action to be Taken	Timescale	Personnel involved	Resources	What impact?	Monitoring of target Who? How?	Outcome
OPAL	To develop further and embed OPAL (Outdoor Play and Learning)	Attend training and meetings with Ana from OPAL Establish a Holy Trinity approach to OPAL in school	Continuing from January 24	HT DHT BC	OPAL Resources and training	Children are actively engaged with play	Governor SMT	
Rich diverse and coherent curriculum	To continue to develop children's 'science capital' through science share. Pupils know how to discuss and debate a range of issues and ideas in a considered way and so promote their cultural capital	P4C day RE Around the World Day Science Week Book Week Art Week	From Sept 24 and ongoing throughout the year with a focus in different year groups	Curriculum leaders	Staff meeting time Release time for subject leaders to review what has been learned	Children are using the skills and knowledge developed to enhance their learning and therefore make good and sometimes outstanding progress	Subject leaders Monitoring Governors through input from subject leaders and then through	

							learning walks	
Class reps for PE, Worship Team, School council, Team Captains, Eco-warriors	The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths	Regular meetings with teams so that children have opportunities to make a difference to the lives of all children in school <i>Class representatives make a marked contribution to the progress all children make in PE, RE Their voice is heard through regular meetings</i> <i>They attend training around this in November</i>	From November 24	Subject leaders	Release time for subject leaders to meet with class reps in order to hear pupil voice around their subject area	Children feel empowered that they are leading improvements in school	Curriculum leaders feeding back to Governors	
PSHE and P4C Curriculum	Children are confident and articulate. PSHE including RSE is embedded in the curriculum Teachers are using PSHE and P4C to enable children to understand their mental health and wellbeing needs.	P4C lessons have an impact throughout children's learning and not just within P4C lessons Will Ord leads training day PSHE lessons are followed by teachers using the Leeds Scheme and Mindmate lessons	From Sept 24	Teachers	PSHE, Mindmate and P4C resources Will Ord Training day (£2500)	Teachers are using updated skills to teach effectively	Monitoring of lessons	
Online Safety	Children are able to recognise the dangers of inappropriate use of mobile technology and social media	D:side support for pupils in KS2 Use of PSE curriculum to support children's understanding of safe behaviours	Sept 24		D:side	Children can describe how to keep safe online		
Spiritual Development	Spirituality is developed across the curriculum so that there are opportunities for children to grow spiritually so that they have a sense of enjoyment and fascination in learning about themselves, others and the world around them.	CPD from RE leader and also from Diocesan advisor	Staff meetings Sept 24	VL Teachers	RE resources	Opportunities for spirituality are planned for		
Collective Worship	Children play an integral part during Collective Worship Year 4 to take part in Communion during the Spring Term.	Children leading and reflecting upon worship each week in class Year 4 make their Holy Communion in the spring Term Rota for children attending Holy Trinity church throughout the school year to take part in the Mass with Holy Trinity church members	From Sept '24	All staff	CPD from Diocese	Teachers are using updated skills to teach effectively	Feedback from Worship Team	Communion moved to Spring term

Ref: 4 Leadership and Management	Success criteria	Action to be Taken	Timescale	Personnel involved	Resources	What impact?	Monitoring of target Who? How?	Outcome
Targets								
Performance Management All Staff have reading writing and maths combined target as part of Performance Management	Targets enable teachers to contribute to the achievement of all children EYFS GLD 83% 43 APS, Phonics 92%, RWM KS1 78% ARE, 15% GLD, KS2 72% ARE 22% GLD	To ensure that all performance management targets are clear and have a focus on raising standards through an appropriate level of challenge and by identifying the correct level of support for continuous teacher improvement so that teaching is highly effective across school.	By 31 st October for teachers and 30 th November for TAs and office based staff.	HT and DHT	Release time £1000	All professionals working in school are working to the common goals of ensuring all children make the best possible progress from their starting points.	Feedback to governors Pay committee regarding performance management targets. Feedback to TLI committee and FGB regarding standards seen	
	School will rightly continue to focus upon Reading, Writing and Maths progress and attainment so that children will leave Holy Trinity with the skills necessary to make continued good progress in the next phase of their learning.	Clear target that is agreed with teachers based upon attainment from previous year group and targets for continued improvement	From Sept '24					
	The whole school focus is upon Writing and Maths and also ensuring that children are given the skills to make rapid gains in what they are able to do through bespoke catch-up programmes.	Catch up programmes are in place Children are identified and take place in appropriate interventions	From Sept '24					
Teaching and Learning Focus for the year: embed work established	Good quality CPD enables teachers to develop further their teaching repertoire work with Trust school curriculum leaders to ensure consistency and support in each curriculum area	Learning 4's with other schools in. the Trust ensures there is a level of external moderation with outcomes shares with teachers and governors. Work sampling both in house and externally across all phases To continue to work with Cookridge Trust and also Noctua Learning Alliance to ensure consistency To further develop TA so that they are consistently supporting children's learning and enabling them to make accelerated progress	Continuing from Sept '24	Teachers	Release time for teachers £3000 for the year – release for monitoring time and learning 4's	Formal lesson observations linked to PM demonstrates that all lessons seen are at least good with 60% of teaching outstanding. Underperformance is tackled immediately.	Monitoring of lessons and learning	

	SMT leading on curriculum monitoring identifying children at risk of underachieving from their starting points and closely monitoring progress ensuring the correct level of challenge is present	Progress Matters meetings and SMT meetings to review the quality of work and progress children make	From Sept 24	SMT HT DHT	Progress meetings x1 each term SMT meeting To be arranged	Children accessing good quality learning that enables them to make good and outstanding progress from starting points	Progress meetings show good progress Learning 3's	
	Continue to monitor teacher's workload to ensure that unnecessary tasks are removed and their work focuses upon having maximum impact upon children's learning and progress.	Teachers have time allocated for additional tasks.	Ongoing from Sept 23	HT DHT	Meeting time for HT DHT to carry out this task	Teachers are not asked to perform unnecessary tasks timetable of activities throughout the year is as well paced out as it can be	Governors ask teachers about workload.	
	Ensure that the quality of teaching and learning is consistently good or outstanding	Learning 4's with Trust schools ensures there is a level of external moderation with outcomes shares with teachers and governors. Speed date session on subject leadership	From November '24	Teachers	Staff meeting time to review quality of subject curriculum and development of knowledge organisers	Curriculum leaders lead staff meetings based upon an analysis of what was seen during monitoring time In school Learning 3's with teachers challenging and supporting each other to improve the quality of teaching and learning	Monitoring of lessons Learning 3's Along with learning walks	
	Assessments are moderated in school and across the Trust Schools	Regular meetings for year groups ensures that standards are moderated and maintained	From November '24					
Subject leadership	SMT carry out monitoring of work so that they can ensure that all children are making progress whether the knowledge and skills they have learned are well sequenced and have developed incrementally – any child at risk of underachieving is identified and their progress is closely monitored	Regular meetings with SMT to monitor the quality of work in children's books. Underachievement is followed up with class teachers	From November '24	Subject leaders	SMT meeting time Progress matters meetings	SMT review impact of CPD and agreed actions	Subject leads report to Governors who will look at what has been said in learning walks	

	Subject leaders have the skills to support the knowledge and understanding of teachers in delivering their subject area so that children understand key concepts, and that they can transfer key knowledge to long-term memory and apply it fluently	Subject leaders revisit subject rationale to ensure that it reflects the learning across school.	From Sept 24	Subject leader s	Subject monitoring time staff meetings are planned in			
	Milestone meetings ensure that consistency across year groups is maintained.	Regular Milestone meetings to work specifically upon areas from the curriculum at focussed level to ensure consistency and raise standards	September '24					
Early Years	<p>EYFS leader ensures that the curriculum and care practices meet the needs of the range of children who attend, particularly any children with SEND</p> <p>Ensure that every interaction between adults and children enable children to move forward in their learning, there is consistency across the year group</p> <p>EYFS leaders monitor children's learning and development over time. They will ascertain how well the curriculum is meeting children's needs. This will be evident in the extent to which children know and remember more of the intended curriculum. Inspectors need to make careful inferences about children's current progress</p> <p>How well the outdoor environment is used to support children's learning and progress</p>	<p>To ensure consistency between class outcomes and progress.</p> <p>Training in productive interactions that move learning forward for the team takes place – this learning is applied in provision.</p> <p>To use more open ended resources within the areas of provision to extend children's learning further To narrow further the gap between the most and least able and between those children in receipt of pupil premium and those who are not.</p> <p>Assessment is accurate and is based upon high quality observations and influences pupil's learning experiences in areas of provision.</p>	<p>Continuing From Sept '23</p> <p>Continuing From Sept '23</p> <p>Continuing From Sept '23</p> <p>Continuing From Sept '23</p>	<p>EYFS Team leader</p> <p>EYFS Team leader</p> <p>EYFS Team leader</p> <p>EYFS Team leader</p>	<p>Use of training day in September to set our agreed expectations for the team</p> <p>Sally Hall from EYFS Team leads training on effective interactions</p>	<p>All lessons seen are at least good with 60% of teaching outstanding. Teachers are using updated skills to teach effectively</p>	<p>EYFS leader feeding back to Governors</p> <p>Monitoring of lessons</p>	

Ref: 5 Governors, Church, Parents and Community	Success criteria	Action to be Taken	Timescale	Personnel involved	Resources	What impact?	Monitoring of target Who? How?	Outcome
Targets								
The whole school community can articulate the Holy Trinity Values are for the school	Children know and understand what the Holy Trinity Value is for the term and can describe what it means to them.	In lessons teachers explicitly teach the Holy Trinity Values Collective Worship enables children to explore our Holy Trinity Values further through big questions	From Sept '24	RE Leader HT DHT Worship Team Teacher	Christian Values Posters	Children can describe what our Christian Values are for the current term and describe how it impacts upon them every day	Christian Values Committee	
Parents and community are actively engaged with relationship between school and science related industries.	Parents to Children to increase 'Science Capital' through greater exposure to people working in science industry	Communicate with parents working in science related jobs. Create partnerships with local industry. Visits made to school.	From Sept' 24	Science Lead Teachers	Parental visits	Children's 'Science Capital' to be raised.	Science Lead Pupil voice Parent voice	
Governors are active in their role of support and challenge.	They meet with school subject leaders where clear information and expectations about teaching and learning in school is obtained.	Governors carry out learning walks which involves looking in books, talking with children and observing the learning environment. Governors ensure what is seen on the learning walks matches what school subject leaders have told them and challenge where appropriate. The teaching and learning committee feed back to the full governing body.	Sept 24	Governor meeting with Subject leaders	Governor appointed time for meetings	Governors have a clear understanding of how the curriculum is organised	Governors learning walk	
Parent engagement	Parents know how well their child is doing with their learning and school and how to support their child with their learning at home	Parents are given guidance about how to support their child to improve because they are provided with clear and timely information on how well their child is progressing and how well they are doing in relation to the standards expected Parents attend stay and play sessions	Sept 24	Teachers	Evening training sessions	Parents are attending information evenings and understand how to support their child at home.	SMT and Governors	

Ref 6: Premises Targets	Success criteria	Action to be Taken	Timescale	Personnel involved	Resources	What impact?	Monitoring of target Who? How?	Outcome
Health and safety issues to be addressed from the audit	Using the Health and Safety audit to identify priorities	Termly Health and Safety audit	By Christmas Easter Summer	Built Environment Committee RO		Hazards are identified and corrected	feedback to governors on work undertaken	
Governors take an active role in ensuring that health and safety around school complies with all policies and procedures.	Health and Safety is of paramount importance in school and actions are taken that ensure school continues to be a safe environment	Chair of Premises committee takes regular Health and Safety walks/audits with SMT/school caretaker	Autumn, Spring and Summer	HT and built environment committee	Time to conduct the walk	School is a clean, welcoming and safe environment where children can learn.	CH reporting to Govs	
LCVAP Bids in to Diocese regarding school roof	Successful bid for kitchen roof and canopy refurbishment	Work with architects to have a successful bid	In phases from summer '25	SBM HT	Governor 10% contribution	School is dry	CH Report to govts	