

***‘Maintaining and innovating a centre of excellence  
in the heart of Cookham’***

**Holy Trinity Church of England Primary School**

Vision, Objectives and Plan

October 2018 – post OFSTED 2017-Current  
post SIAMS 2017-Current



The Vision for Holy Trinity for the academic year 2018/2019 is set out below



To ensure

Holy Trinity maintains its Outstanding Judgement consolidating and building on the priority improvement areas identified- ***To be recognised as a centre of excellence in the heart of Cookham.***

(Post Ofsted October 2015  
Post SIAMS October 2016)

## *Our Vision*

**Rooted in our Christian ethos we will provide the finest education, develop enduring values and instil ambitious life aspirations**

## *Our Aims and Values*

**Our vision is underpinned by our belief in key aims and values which we have for all our children:**

**Spiritual and personal well-being and fulfilment**

**Respect for others and ourselves**

**Justice and global citizenship**

**The courage to strive for excellence and seek high aspirations in all we do**

The improvement strategy for Holy Trinity is focused on the four Ofsted priority areas, developing our site and facilities and a specific focus on engaging parents in the improvement journey.

01

## Achievement of Pupils

(Ofsted Grade : 1, Self Evaluation Grade 2017-18 : 1)

02

## Quality of Teaching, Learning and Assessment

(Ofsted Grade:1, Self Evaluation Grade 2017-18 : 1)

03

## Personal Development, Behaviour and Welfare of Pupils

(Ofsted Grade: 1, Self Evaluation Grade 2017-18 : 1)

04

## Effectiveness of Leadership and Management

(Ofsted Grade 1, Self Evaluation Grade 2017-18 : 1)

Actions 5-7 of our improvement strategy for Holy Trinity are focused on priority areas generated by our key stakeholders.

**05**

Engaging parents and carers in the improvement journey

**06**

Buildings and grounds for this generation and beyond

**07**

Promoting and maintaining a Christian Ethos

01

Achievement of Pupils



## What Ofsted said

*The executive Headteacher, together with other leaders, has developed effective systems to check and improve the quality of teaching and the progress pupils make. As a result, teaching has improved significantly and pupils are making Outstanding progress.*

*Pupils make excellent progress throughout the school and, in all subjects, attain high standards that are well above average.*

October 2015

## What we have done and what are we doing.

- We have a well established rigorous lesson observation programme, with a specific focus on Mathematical Reasoning, Arithmetic, Reading, Writing, SPAG and Scientific Enquiry. This has ensured the quality of teaching continues to be largely outstanding in our core areas. *(Please refer to the 2017-18 triangulation of teaching heat map.)* The effectiveness of this was reinforced during the school's last full inspection (Ofsted October 2015) and the school's latest SIAMS inspection (October 2016) for which judgements of 'outstanding' were given for both.
- When a lesson observation is carried out, we specifically look for teaching that is focussing on the skills of Reading, Writing, Maths and computing across all appropriate strands, giving children the opportunity to effectively develop these skills confidently. During the last two academic years, considerable training was undertaken on the importance of developing within the children, strong 'growth mindsets'. Each classroom has a 'growth mindset' display and the importance of learning from failure is influencing the children's attitudes to learning. *(Please refer to the data dashboard and observations stored in evidence folders 2014, 2015, 2016 & 2017.)*
- The conclusions of all lesson observations are shared with teachers within a day, and where best practice is not being followed, specific targets, CPD, scrutiny, follow up and support is provided-a follow up observation is also undertaken within a week. *(Please refer to Lesson Observations 2017-18)*
- All teachers who have agreed professional development targets work closely with colleagues at Holy Trinity and Lowbrook Academy, another outstanding school in the borough, to learn from and support their improvement. The relationship with Lowbrook has continued to grow in strength allowing both schools to share a wider pool of expertise and therefore disseminate expert practice more effectively across both schools.
- We continue to track all pupils' progress against the national standards in Maths, Reading, Spelling and Writing, and this is reviewed with the Head of School and SENDCo each half term with an action plan put in place by the class teacher for any pupil who is not making the expected levels of progress-this is directly linked to the school's provision map. *(Please refer to the current class provision maps).* The provision for disadvantaged pupils is excellent ensuring progress and attainment for this group is strong across the school. Please refer to Pupil Premium reports on the school website.
- The school SENDCo (appointed January 2016) is well established in his role and the school's new Assistant Head is growing confidently into his position. It is the SENDCo's target for 2017-19 to attain the credited SENDCo status (NASENCo)
- There are no underperforming or weak teachers at this school. The staff has been stable since the last inspection . Succession planning is a strength of the school. The appointment of Mr Gosling as the temporary assistant head is a good example of this.
- We report to the Governing Body on pupils' progress each term and accept and act on appropriate challenge to support this plan. *(Timescales identified within this plan-Please refer to Governing Body minutes).*

What Ofsted said	What we have done and what are we doing.
<p><i>Teachers' marking is of very high quality. They mark pupil's written work regularly and always provide clear guidance on what pupils need to do to improve.</i></p> <p><i>Pupils are given time to respond to the marking and an ongoing dialogue develops between the class teacher and each pupil, promoting rapid progress in learning.</i></p> <p><i>October 2015</i></p>	<ul style="list-style-type: none"> <li>• The school has an up to date and effective marking policy (reviewed in Nov 2017) that is followed by all staff. It ensures all staff praise, suggest next steps for learning and provide opportunities for children to edit and redraft their work. Pupils respond to comments and next steps using the 'purple pen of progress' approach to ensure learning is continuous. The use of the purple pen makes correcting, editing and improving work very visual for the children and it makes them more conscious of the relevance and importance of extending learning. This helps to instil a growth mind-set within the pupils.</li> <li>• It is school policy that books are marked the day the work is completed to identify if the children have met the learning intention. Misconceptions are addressed immediately and children are given instructions on how to improve their work ahead of the next lesson. Marking heavily informs planning. The marking policy was reviewed in line with Ofsted expectations in 2017 to address the latest research and work life balance of the staff.</li> <li>• When a discussion is needed to explain how a child can improve his/her work, verbal feedback is delivered the next morning.</li> <li>• Books are regularly scrutinised both internally and with Lowbrook to ensure children are challenged, make appropriate progress and that marking is up to date providing an effective means of feedback for children. Where there are variations in marking deviating from policy, this is addressed. Following each scrutiny, development points are identified to ensure the level of feedback is of the highest standard.</li> <li>• All staff have had training on what constitutes effective assessment, marking and feedback. External moderation of Foundation Stage, Year 2 and Year 6 confirm staff have a good understanding of expectations. Record keeping is good and the quality of tasks continue to engage, stimulate and provide relevance for the children. In scrutinising books and during learning walks the focus is on ensuring staff make constructive comments, give children opportunities to self correct and time to up level their work (Purple Pen of Progress). Scrutiny demonstrates that marking is outstanding, is in line with our policy and that children clearly understanding their next steps for learning (please see scrutiny in evidence folders).</li> <li>• Moderation is regularly carried out between Holy Trinity and Lowbrook with another local school joining the team to moderate pupils' writing (summer 2018). A schedule for moderating writing across the three schools is timetabled for our 2018-19 INSET.</li> <li>• External moderation of KS2 writing (June 2017) specified that 'teachers are absolutely open to development points and openly pursuing ideas that will improve practice'. Moderators noted that professional dialogue is at a high level with all practitioners able to identify aspects [strands of the writing standards] to illustrate criteria requested'.</li> <li>• External moderation of KS1 reading, writing and mathematics (June 2016) stated, 'teachers are innovative in the range of evidence provided to support their judgements which included an excellent use of IT to both share and assess learning'. In addition the moderators noted the fact that, 'evidence used to inform judgements is clearly signposted and the teachers regularly meet to evaluate and assess the children's work with another school.' Following this moderation, the KS1 team were asked to present and share good practice with colleagues in a borough wide training session on the evidence gathering process.</li> </ul>



## What Ofsted said

*Pupils respond to marking very positively. They quickly understand what they have done well and how to improve .*

October 2015

## What we have done and what are we doing.

- All children have 6 weekly personalised targets. It is the expectation of the SLT that the children will know what they need to do to up level their writing and advance their mathematical skill level. Targets are kept up to date and displayed, making them visible for children and parents.
- Before marking takes place, time for the pupils to assess and evaluate extended writing tasks is planned for, to allow children to self assess and correct. This takes place after a break away from the task to enable the pupils to revisit their work with a refreshed focus.
- We have (and are continuing to run) best practice sharing staff meetings with Lowbrook on a regular basis to ensure that this focus is continued (*Please see INSET rota*). Priorities are focused and expertise are exploited in all areas.
- NQTs and teachers from other local schools have observed lessons in Holy Trinity in order to understand and share outstanding practice. Standardised progress in all areas across the school is exceptional (*Please refer to the data dashboard and Big Write folders that are available in each classroom*).
- **Progress at KS2 in Writing, Reading and Maths is outstanding and is significantly above national averages (top 25% of schools, ranked in the 2<sup>nd</sup> percentile in 2017 for attainment and in the 12<sup>th</sup> percentile for progress). Progress and attainment for 2018 is again significantly above national averages. 97% of pupils reached the expected standard in Reading, Writing and Mathematics combined compared with 64% nationally. 33% of Holy Trinity pupils achieved a higher standard of attainment across Reading, Writing and Mathematics in 2018 compared with 10% nationally.**
- **Attainment in Phonics at the end of Year 1 was in the top 8% of schools nationally in 2017 and has remained consistently high since testing began. 93% of pupils in 2018 met the expected standard compared with 82% nationally.**
- **Attainment and progress at KS1 was significantly above in all areas with 93% meeting the expected standard compared with 70.3% in RBWM in 2017. In the same year 30% of pupils at Holy Trinity attained greater depth, double that of RBWM. In 2018 90% of Holy Trinity pupils reached the expected standard in all subjects combined compared with 65% nationally.**

# Priority 1:

We will raise attainment and improve pupil achievement for those children on the SEND register, those with EHCPs and all disadvantaged pupils.

## Scope

### To raise achievement and accelerate pupils' progress by:

- clearly identifying the needs of children early through systematic assessment and qualitative observation.
- ensuring that children identified as SEND and Pupil Premium receive reasonable adjustment across the curriculum so as to give them every opportunity to achieve their full potential.
- rigorously monitoring pupils' progress and attainment against the class and national mean. The progress of each individual child on the SEND and Pupil Premium registers is reviewed in Key Stage team meetings and at regular intervals by the school's leadership team.
- ensuring that the SEND policy and practice in the school reflects legislation and local authority policy and procedure. This includes meeting all statutory deadlines.
- ensuring Pupil Premium funding is effectively planned for, resources are identified and matched to fully meet the needs of the children and the impact of expenditure is measurable. The evaluation and adaptation of provision maps is the norm.
- ensuring that all staff are trained to effectively meet the needs of pupils. This will require very specific training depending on the needs of the pupils within the cohort at a particularly time.
- having a clear and well-developed Access Policy and plan that incorporates long and short term objectives that will enhance the inclusivity of our site, which dates back to 1858.
- ensuring that the leadership of the SENDCo is of the highest quality and reflects the outstanding leadership elsewhere in the school.
- Engaging the parents of SEND and Pupil Premium children in their child's learning.

## Leaders

SLT Lead: Mr Matthew Burn  
Governor Lead: Mr Jason Powell

## Additional Team

SMT/SLT/Subject co-ordinators

## Success Criteria

We will know we have succeeded if:

- class teachers have a clear understanding of what constitutes SEND and are fully aware of early identification procedures and processes.
- children with SEND are identified early and the SENDCo effectively manages provision and tracks progress from identification points. This may include recommending to the SLT that a child is put forward for an assessment for an EHCP or effectively removed from the school's register.
- where appropriate, support and guidance - both formal and informal - is sought from specialist services to help meet children's needs.
- all children on the SEND register are identified on provision maps and have IEPs that carefully match their needs. They will have clear targets and interventions that are effectively shared with parents or carers. Children on the Pupil Premium register will be identified on provision maps with daily individual interventions - centred on consolidating classroom learning - monitored and evaluated.
- progress of SEND and Pupil Premium children is deemed good in relation to each individual's targets. Attainment in this group remains above national benchmarks for similar groups and the in school gaps remain as narrow as possible. Success against this is to be judged annually owing to the changing needs of this group. Targets for this group are linked to the SENDCo's performance management targets.
- reports identifying impact and future plans will be shared with the SLT every 6 weeks.
- the Governors will receive regular reports and impact statements regarding the impact of provision for SEND children. The SEND Governor will have a good knowledge of how effectively the school is meeting the children's needs and will ensure all statutory requirements are in place.
- the SEND Policy, Local Offer and Access Policy are up to date and are fully compliant with legislation if and when guidance changes or is updated. These policies are easily accessed on the school's website.
- all statutory deadlines and appropriate records including SEND reviews are met.
- the school's provision map will clearly identify interventions, costs and impact of interventions. This document will be reviewed and updated every 6 weeks.
- the Access Plan will be evaluated continually and will have ambitious plans and targets that effectively tackle the restrictions of our buildings. This plan will reflect the views of all stakeholders and will be clearly displayed on the school's website.
- the leadership of the SENDCo will be outstanding.
- the attendance of all pupils is monitored and discussions with parents take place should attendance fall below 95%.



## Priority 2:

We will continue to raise attainment and pupil achievement in key aspects of the English Curriculum, notably handwriting, spelling and reading

### Scope

#### To raise achievement and accelerate pupils' progress in the development of handwriting, spelling and reading by:

- ensuring all pupils especially those in EYFS and KS1 consistently use the correct pencil grip and adopt correct seating positions when at desks.
- ensuring that all pupils understand and use a wide range of terminology linked to the grammar and punctuation elements of the curriculum.
- setting an Early Bird Task in each of the four KS2 classes which focuses specifically on an element of punctuation, spelling and grammar.
- delivering a rigorous programme of spelling which is progressive and meets the needs of every child.
- raising expectations towards achieving goals in weekly spelling tests and Spelling Star programmes.
- ensuring discrete spelling and SPaG lessons continue to be built into the timetable.
- using lesson observations to monitor pupils' handwriting, presentation, seating position and understanding of SPaG terms.
- building in a rigorous programme of daily reading each day with reading diaries monitored each morning by teachers and support staff.
- incorporating regularly the completion of Book Reviews in school and as part of regular homework tasks.
- insisting that pupils make daily entries in their reading diaries which extends to commenting on specifics related to the text.
- introducing the pupils to a wider breadth of language through 'words of the week' approach.
- monitoring marking to ensure good coverage of the curriculum.
- working with parents to ensure that they support this focus and help the children accelerate their progress.
- seeking appropriate input, expertise and CPD from the LA or external advisors and Lowbrook staff (*Please see INSET rota and subject file*).

### Leaders

SLT Lead: Miss Smith  
Governor Lead: Yasmin Thorn-Davis

### Additional Team

SMT/SLT/Subject co-ordinators: Mr Burn, Mr Gosling

### Success Criteria

- We will know we have succeeded if the lesson observations demonstrate:
  - well planned and executed lessons with an emphasis on precise presentation, correct seating and pencil grip and spelling along with regular opportunities to read and discuss a range of texts.
  - that the children have a good working knowledge of grammar and punctuation terminology and meet the agreed targets that are well above national expectations.
  - that English teaching is judged to be consistently Good and largely Outstanding (Triangulation).
  - that the more able children are effectively challenged during lessons
  - planning is challenging, effectively differentiated and adapted to individual and group needs.
  - that where book scrutinies are undertaken, exemplary marking and feedback, differentiation, appropriate challenge and time for corrections, is evident.
- We will know we have succeeded if pupils are using the correct pencil grip and are seated appropriately at desks.
- We will know we have succeeded if attainment in SPaG and Reading is above national targets with pupils making accelerated progress in these subjects .
- We will know we have succeeded if the training put in place to support teachers, shows improved results in teacher observation gradings.
- We will know we have succeeded if the underperformance of pupils and teachers is managed by the senior leaders and this can be evidenced by accelerated progress.



# Priority 3:

Curriculum Review- The wider curriculum subjects (Maths and English exempt) will all be fully reviewed this academic year to reflect the latest research, innovations, agreed schemes of work and resources.



## Scope

**To ensure that the curriculum is broad, reflects the modern world that the children live in, embraces innovation & technology, is appropriately resourced and is balanced. This will be achieved by:**

- ensuring all leaders are appropriately trained and understand what effective subject leadership is.
- the Principal initiating an academic review seeking input from all teaching staff and using the findings to facilitate action plans for this priority.
- developing priority subjects in line with this annual plan and by identifying key subject leaders to be fully supported by the SLT.
- agreeing and appropriately actioning subject plans which allow for the implementation of agreed curriculum changes supported by appropriate resourcing and staff training.
- communicating subject changes to the parental community via the appropriate agreed methods including the school's website.

## Success Criteria

We will know we have succeeded if:

- the curriculum review identifies gaps in innovation, technology and resources that if improved would enhance the outcomes for children and the learning experience.
- priority subjects are identified and developed to reflect the above (likely to be History, Geography and Computing).
- by September 2019 full schemes of work with appropriate resources are fully embedded into the school curriculum.
- the curriculum changes enrich and enhance our curriculum making it more enjoyable (pupil survey) and reflective of the most up to date research available.
- resources reflect innovation, technology and modern pedagogical resources thus enhancing the priority subjects.
- outcome in the prioritised subjects improve based on the school's prior attainment measures. (It is understood that this will not be possible where and if new content is added. Perception surveys will be used where this is the case.)

## Leaders

SLT Lead: Martin Gosling  
Governor Lead:  
Dr Huw Thomas  
Teaching/Learning/Curriculum  
Committee

## Additional Team

SLT  
Subject Co-ordinators



# Priority 4: We will enhance the curriculum through the introduction of 'Philosophy for Children' across the school



## Scope

**To develop children's emotional awareness and thinking skills, the pupils will be introduced to philosophy using the 'Philosophy for Children' (P4C) programme. This will be achieved by:**

- developing an understanding of what philosophy is, notably the study of the fundamental nature of knowledge, reality and existence which gives us an understanding of why people want to do things and directs us in how to live a good life. The original meaning of the word 'philosophy' coming from Greek roots, "philo" meaning 'love' and "Sophos", meaning 'wisdom' will be understood.
- establishing clear intent for introducing the programme, implementing P4C successfully (January 2019) and evaluate the impact and achievements of the pupils using agreed systems which will clearly demonstrate gain.
- ensuring all staff are appropriately trained in the delivery of P4C and understand the approach.
- agreeing and appropriately implementing a P4C action plan which allows for the implementation of agreed curriculum changes supported by appropriate resourcing and staff training.
- setting up a bank of age appropriate resources to cover a wide range of topics which interest and stimulate the children.
- communicating the programme to governors and the parental community via the appropriate agreed methods including the school's website

## Success Criteria

We will know we have succeeded if:

- a plan for P4C is in place and implemented.
- by September 2019 full schemes of work for delivering P4C with appropriate resources are fully embedded into the school curriculum.
- the introduction of P4C enriches and enhances our curriculum and adds to the children's emotional awareness and thinking skills.
- the Curriculum Policy reflects our intentions for delivering P4C.
- children develop a working idea of what philosophy is and have language, rituals and expectations that set philosophy apart from other curriculum activities.
- pupils speak positively about P4C lessons (pupil survey) and their level of engagement increases as the programme becomes embedded.
- weekly P4C lessons are timetabled with suitable concepts and questions for enquiry which relate to the curriculum, identified.
- philosophy and enquiry based learning are seen as part of the culture of Holy Trinity; the idea that people think differently about things is celebrated and children understand that it is okay to disagree and they find it interesting to see why others think as they do.
- the outcomes of sessions impact the way children learn and how teachers teach. Pupils show increased confidence and become more thoughtful and articulate drawing on different strategies to express their opinions. Their speaking and listening skills develop and their range of vocabulary and grammar is widened. In essence the programme will serve to impact positively on:

## Leaders

SLT Lead: Anna Smith  
Governor Lead:  
Dr Huw Thomas  
Teaching/Learning/Curriculum  
Committee

## Additional Team

SLT  
Subject Co-ordinators

- cognitive ability
- critical reasoning skills and dialogue in the classroom
- emotional and social awareness



# Set out in the table below are the attainment targets for Mathematics

## Attainment Targets for Maths

**1**

KS1 – 50% of pupils achieve the expected standardised score with 47% ending the year achieving greater depth within the expected standard  
KS2 – 100% of pupils achieve the expected standardised score in Mathematics

**2**

All pupils previously achieving 2C and 2B at KS1 achieve 100 standardised score or above at KS2

**3**

63% of Yr 6 pupils achieving a standardised score of at least 110

**4**

30% of pupils will make better than expected progress in each year (Target Tracker)

**5**

In EYFS 63% will achieve a good level of development at the end of the stage with 33% exceeding

# Set out in the table below are the attainment targets for Writing

## Attainment Targets for Writing

**1**

KS1 – 50% of pupils achieve the expected standardised score with 40% ending the year working at greater depth within the expected standard  
KS2 – 100% of pupils achieve the expected standardised score in English (Writing and SPaG)

**2**

All pupils previously achieving 2C and 2B at KS1 achieve 100 standardised score or above at KS2

**3**

67% of Yr 6 pupils achieving a standardised score of 110 in SPaG and 63% achieving greater depth in Writing

**4**

30% of pupils will make better than expected progress in each year (Target Tracker)

**5**

In EYFS 60% will achieve a good level of development at the end of the stage with 30% exceeding

# Set out in the table below are the attainment targets for Reading

## Attainment Targets for Reading

**1**

KS1 – 40% of pupils achieve the expected standardised score with 53% ending the year working above the expected level of attainment  
KS2 – 100% of pupils achieve the expected standardised score in Reading

**2**

73% of Yr 6 pupils achieving a standardised score of at least 110

**3**

30% of pupils will make better than expected progress in each year (Target Tracker)

**4**

All pupils previously achieving 2C and 2B at KS1 achieve 100 standardised score or above at KS2

**5**

In EYFS 63% will achieve a good level of development at the end of the stage with 30% exceeding



# Set out in the table below are the attainment targets for Phonics

## Attainment Targets for Phonics

1

By the end of the EYFS 87% of pupils secure in Phase 3 Letters and Sounds

2

At the end of Yr. 1 at least 90% of pupils achieve the expected level of attainment

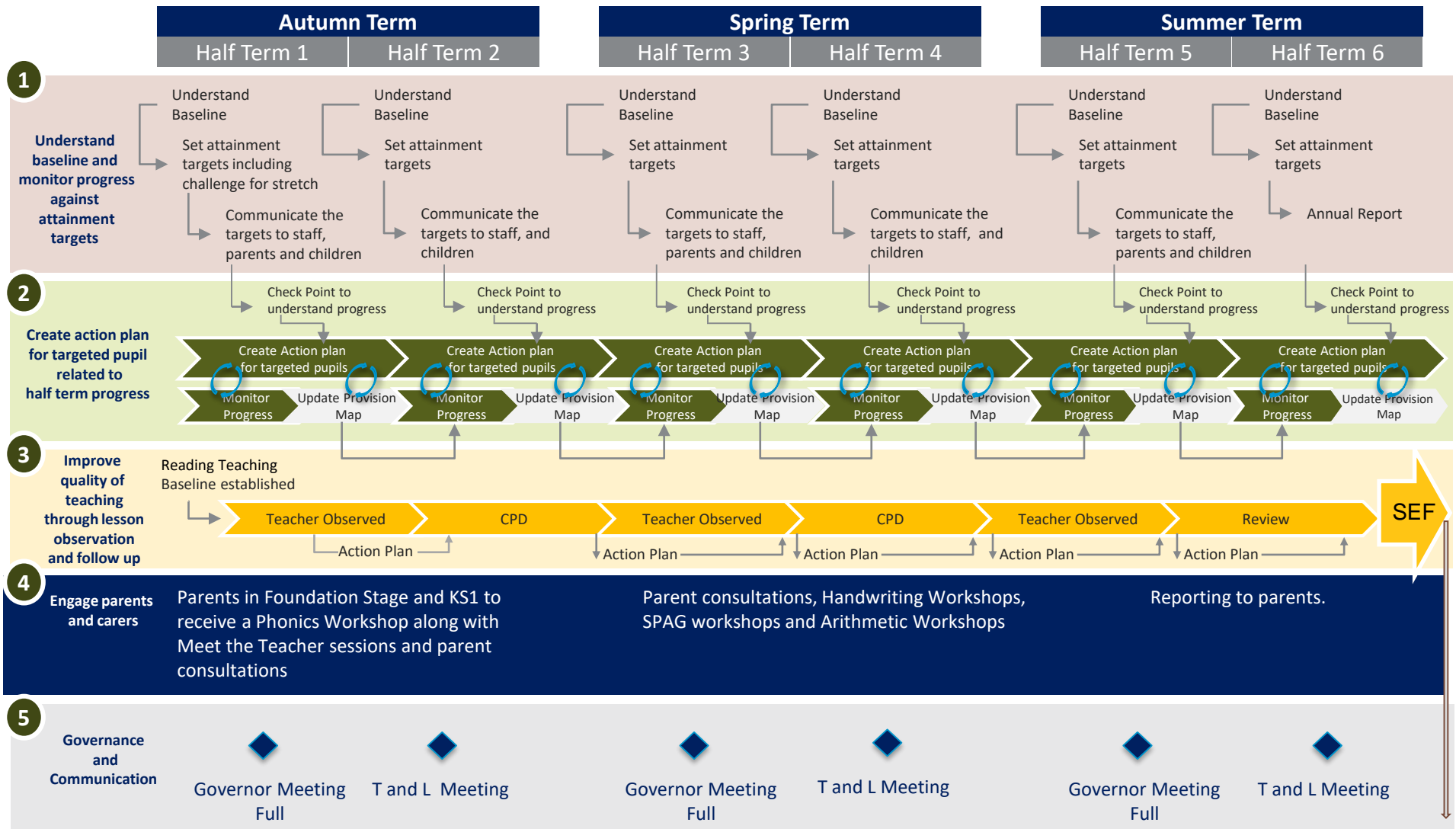
3

By the end of the year, the two pupils who did not achieve the expected level of attainment at the end of Yr. 1 will have met the standard

4

By the end of Yr. 3 97% of pupils will be secure in at least Phase 6 of Letters and Sounds

# Set out below is the detailed plan that we will use throughout the year to manage our progress



We have checkpoints with the full Governing Body and Teaching and Learning Committee where we will present progress to date (to be determined after the External Governing Body review).

**1** Detail of the base line of pupil performance in Mathematics, Phonics, Reading and Writing and highlight any areas of concern in relation to our ability to meet the national targets

**2** Reporting the progress of groups through the school's Data Dashboard

**3** Detail of the national targets for Mathematics, Phonics, Reading and Writing

**4** Detail of the baseline of teacher performance in the teaching of Mathematics, Phonics, Reading and Writing

**5** Detail of the number of lesson observations completed and their results, since plan implementation and last checkpoint

**6** The future observation programme which highlights that all teachers will have been observed before the Half Term check points

02

## Quality of Teaching



# Quality of Teaching, Learning and Assessment

What Ofsted said	What we have done and what are doing.
<p><i>Children make excellent progress in all areas of learning in Early Years Foundation Stage.</i></p> <p><i>Improve provision in the early years by ensuring that the outside area for Reception children always includes a wide range of activities available inside the reception class.</i></p> <p>October 2015</p>	<ol style="list-style-type: none"> <li>1. Teaching is Outstanding (<i>Please see the full data dashboard for a full analysis</i>). In 2014-15, 2015-16, 2016-17 and 2017-18 the triangulation model was effective and the Teaching, Learning and Assessment was judged to be Outstanding. Outstanding teaching was also observed during the SIAMS inspection in October 2016.</li> <li>2. We have improved the provision for EYFS through acquisition of resources and redesigning the EYFS area. Improved phonics over time and Ofsted grading demonstrate impact. Through the use of 2Simple software and NFER Baseline Assessment package, pupils attainment on entry is established quickly and progress is monitored with much greater efficiency. The EYFS external moderation in 2015 identified our judgement as sound. Ofsted 2015 graded the provision in EYFS as Outstanding.</li> <li>3. The development of the EYFS indoor area is planned for 2018/19 and is detailed in Priority 4 of this plan.</li> <li>4. Highly effective in the past have been Breakfast Boosters, specialist group teaching and One to One support. These will continue to be timetabled as will as our Pupils Premium Feedback Project. Progress of disadvantaged children is strong. During 2015-16 the new leadership roles for KS1 &amp; KS2 were successfully implemented using the current staffing structure.</li> <li>5. The MOU with the Executive Principal and Lowbrook Academy has been agreed in perpetuity. The governors are jointly investigating feasibility for a MAT structure. Past disruption caused by the funding u-turn on the Lowbrook expansion and Cookham councillors voting against the plan stalled progress. This plan recommends that a new committee from both sets of governors is formed for 2018-19 to plan future collaboration and avoid future tribal politics that can negatively affect the running of this school.</li> </ol>
<p><i>Teachers have a very good understanding of the subjects they teach and the way pupils learn.</i></p> <p>October 2015</p>	<ol style="list-style-type: none"> <li>1. We observe every teacher <b>at least</b> six times in a year and give immediate feedback. If aspects of the lesson are less than Good (using the triangulation OFSTED model 2014-15, 2015-16, 2016-17, 2018-19) we observe again within the week and the expectation is that development points are acted upon until the lesson is at least good. Learning walks are regular, as is the feedback from the findings-all learning walks reflect the OFSTED and self evaluation areas for improvement. Regularly, all staff are involved in learning walks and delivering feedback to colleagues thus the quality of professional dialogue continues to improve.</li> <li>2. CPD is matched to our improvement areas; directly tackling weaknesses – Big Write historical implementation is a good example. Weekly CPD and performance management for all TA's and office staff is now in place. Use of ICT is high on this year's CPD agenda.</li> <li>3. Lesson observations, provision maps and book scrutiny are ensuring that all planning shows clear differentiation for all groups of learners. Gaps between groups are regularly analysed (6 weekly) and interventions are put in place where necessary. The Pupil Premium project continues to be an excellent example of this. Analysis of this group demonstrates the gap is narrowing at an impressive rate. Disadvantaged pupils attain good results at this school.</li> </ol>

# Quality of Teaching

What Ofsted said	What we have done and what are we doing.
<p><i>...Continued</i></p> <p><i>October 2015</i></p>	<ol style="list-style-type: none"> <li>4. Moderation of children’s work is the norm and takes place termly, internally and externally. The quality of feedback given to children is exemplary. The Pupil Premium feedback project work has been very successful and is ongoing (<i>Please refer to evidence folders and analysis</i>) .</li> <li>5. The new Assessment Policy and rota developed previously and updated this year is embedded and is fully reflective of the new national curriculum, OFSTED arrangements and recent research. Results are used to inform future teaching and learning. The RAISEonline data, Analysing School Performance data along with termly assessment and analysis is shared with all staff and a greater understanding of assessment by all teaching staff is evident. Assessment without levels remains a focus.</li> <li>6. Lesson observations ensure that all staff use effective strategies to cater for the needs of all children with improved pedagogy in place (questioning, pace, growth mind-set, accelerated learning principles). This remains an on-going target and is linked closely to Priority 1 &amp; 2.</li> <li>7. <b>There are no weak or underperforming teachers in this school (2017-2018 Heatmap).</b></li> <li>8. The relationship with staff at Lowbrook is a strength. Holy Trinity and Lowbrook teachers working collaboratively and sharing best practice is enriching and improving overall performance e.g. iPad training, feedback training, joint learning walks around both schools. Two outstanding schools working together is proving to be mutually beneficial. Lowbrook teachers are similarly buddied with Holy Trinity staff to share expertise. Shared leadership over curriculum areas is entering the third year and is an area we are aiming to exploit this academic year.</li> <li>9. The development of middle managers at Holy Trinity has been enhanced through joint leadership opportunities with staff from Lowbrook. Collaboratively, staff have organised joint themed weeks with great success helping to engage the pupils and provide further learning opportunities.</li> <li>10. Holy Trinity School shares excellent practice beyond the school. Demonstration lessons for other schools and NQTs are frequent. Students regularly undertake training here. More schools than ever are visiting using Holy Trinity as a model of good practice.</li> </ol>
<p><i>As a result of better teaching, pupils are making outstanding progress in reading, writing and mathematics.</i></p> <p><i>October 2015</i></p>	<ol style="list-style-type: none"> <li>1. INSET continues to be delivered and revisited to make clear what is expected when delivering outstanding lessons. Lesson objectives, referred to as ‘Learning Intentions’, are in child speak and contain specific verbs displayed in the classroom so that the children know what they are doing and are provided with challenge. In each class they are written as questions to encourage child led feedback and inform assessment. Having previously simplified the school’s approach, we continue to monitor it. Learning walks and observations are used to evaluate the effectiveness of the lesson focus. Children are expected to be able to explain what they are doing in a lesson, which has to link to the ‘ Big Picture,’ displayed in each classroom. In addition all children must know their targets or in simple terms know what they need to do next to improve their learning. Target boards are in place in each classroom and book marks reminding the children of their targets are attached to English and maths books. Some classrooms are using augmented reality to display pupils’ targets. They are always written in ‘child-speak’. Non-negotiables in both English and maths are established with the child, show progression across the school and are shared with parents.</li> </ol>

# Quality of Teaching

What Ofsted said	What we have done and what are we doing.
<p><i>Teachers' practice in marking pupils' books is exemplary. Pupils respond to marking very positively. They quickly understand what they have done well and how to improve.</i></p> <p><i>Pupils regularly use modern information technology equipment, such as iPads, to enhance their learning.</i></p> <p><i>October 2015</i></p>	<ol style="list-style-type: none"> <li>1. Specific marking and feedback CPD has been delivered, reviewed and scrutinized; it is the expectation that constructive comments are the norm as is self correction and re-drafting from children. This is embedded as is robust and regular scrutiny. Pupils can now verbalise their next learning steps and articulate targets.</li> <li>2. A consistent Marking and Feedback Policy has previously been developed, implemented and reviewed. Marking is deemed exemplary by OFSTED.</li> <li>3. Comments made by staff in pupils' books link to the lesson intentions and question understanding. They also extend, deepen understanding and offer challenge.</li> <li>4. Next steps are identified for the pupils.</li> <li>5. Pupils are given planned opportunities to respond to comments, self correct and re-draft work.</li> <li>6. Targeted Pupil Premium pupils receive one to one verbal feedback daily. The success of this project continues to be monitored by the SENDCo.</li> <li>7. A high quality ICT infrastructure has been invested in and is now having a significant impact upon learning. The vision document, on its Stage 4 of implementation, is proving to be very successful. Evidence suggests the children are highly motivated in using the iPads and associated apps. ICT is used to enhance the whole curriculum as well as being used to deliver specific programmes of study in the Computing Curriculum. This vision will be revisited again at the end of the Autumn Term and updated following impact analysis from staff and children.</li> <li>8. The redesign of a classroom to create a breakout space for exploring ICT (SHEL-Space for Heightened Experiential Learning) has been successful and provides children with access to state of the art equipment which can be deployed across the curriculum.</li> <li>9. The number of tablets in each classroom has increased and every child can work on a device with a partner all at the same time.</li> </ol>
<p><i>Teachers ask questions which make pupils think harder.</i></p> <p><i>October 2015</i></p>	<ol style="list-style-type: none"> <li>1. We have identified specific aspects of CPD that will improve performance and we are ensuring that the relevant teachers attend (<i>CPD rota is kept in evidence files under this priority</i>) . The vast majority of CPD for the 2016-17 year was brought directly into the school or delivered at Lowbrook. It focussed on different aspects of Teaching and Learning, including assessment, effective questioning, marking and feedback. Policies related to these key areas have been reviewed and enhanced. Lesson observations are focussing on these areas and outcomes are being fed back to staff. The vast majority of lessons observed since the last inspection have well focused LIs. More joint training is planned again for 2018-19.</li> <li>2. Observations and learning walks provide feedback on the quality of teaching. Increased learning is taking place and the quality of questioning during lessons has also improved along with the effective use of response partners. This area continues to be monitored. Talk partners are now the norm and the teachers ask more targeted open ended questions as evidenced in lesson observations. Staff are skilled in ensuring that every child has the chance to respond to a teacher's question through the use of whiteboards, gestures, response partners etc. (<i>Please see lesson observations for evidence.</i>) This was judged as a strength during the last inspection (Ofsted October 2015).</li> </ol>

# Quality of Teaching

## What Ofsted said

*The executive headteacher, together with other leaders, has developed effective systems to check and improve the quality of teaching and progress pupils make... Teachers check the progress of pupils regularly and additional help is given to pupils who show signs of not progressing as well as others*

October 2015

*Teaching assistants are well deployed and support identified pupils very well.*

October 2015

## What we have done and what are we doing.

A rigorous Assessment Policy and rota, having gone through various stages of development and review, is fully embedded. The Teaching Staff use standardised tests and age-related scores to track the progress of pupils and this information is inputted into Target Tracker with termly reports generated by individual teachers which identify specific pupils to target in the term to follow. Formative and summative assessment allows staff to plan effectively and deliver interventions which target specific children at points during the year. Relevant information is shared with parents and carers on a regular basis to enable them to engage them in their child's learning and support the work carried out in school. During the course of an academic year, the school timetables specific workshops which help parents understand the demands of the curriculum and guides them in supporting their child.

A new SENDCo was appointed in January 2016. Effective provision maps which respond to this action plan and the assessment checkpoints are in place. Observations, assessment and learning walks continue to determine the effectiveness of the teaching assistants in lessons.

The SENDCo meets weekly with all TAs to disseminate information, model good practice and introduce new initiatives.

The skill set of all our TA's continues to improve and observations indicate they are being used well during lessons.


All TAs now have quality CPD that directly addresses this plan and their own professional development needs.

A new lead TA was also appointed in 2016.





# Quality of Teaching

What Ofsted said	What we have done and what are we doing,
<p><i>Teachers work hard to create an environment in which pupils thrive. They plan activities that engage and motivate pupils very well.</i></p> <p><i>The school provides effective support for the relatively small numbers of disadvantaged and disabled pupils and those who have special educational needs in each year group. Consequently, these pupils are helped to make similar progress to their class mates in their learning. The small number of disadvantaged pupils made better progress than others nationally and similar progress to their classmates in reading, writing and mathematics in 2015.</i></p> <p><i>Teachers ensure there are regular opportunities for the most-able pupils to tackle challenging activities so that they have to think hard and solve problems.</i></p>	<ol style="list-style-type: none"> <li>In order to engage and enthuse pupils, staff provide opportunities for learning beyond the classroom. Class trips are carefully planned, one a term, to enhance areas of the curriculum and on a regular occasion visiting speakers are invited into school.</li> <li>Themed weeks with a specific curriculum focus are timetabled throughout the year. During these, expert contributors are invited into school, some of which come from the parental body. Activities that the children participate in during themed weeks offer entirely new and unique experiences for them.</li> <li>A new Gifted and Talented coordinator has been appointed 2018 (Mr Martin Gosling). His remit is to monitor the progress of this group and design an action plan to specifically replicate the 11 NACE elements (December 2018 implementation). He will be mentored by the 'More Able, Gifted and Talented' teacher at Lowbrook, Mary Gallop, (Lowbrook has held the NACE award for 8 years).</li> <li>Provision Maps, IEPs and EEPs for children with specific needs have been reviewed and from these, developed, targeted learning goals are shared with the children and parents/carers. In order to assess children's progress towards meeting targets a new IEP template has been created. This tracks progress from an initial assessment through to completion of the target and allows the children's ability to work independently and retain their learning.</li> <li>Pupils of different abilities know what they are expected to achieve by the end of each lesson. All children know their levels and targets and these are displayed in the classroom and are often discussed. Targets are also attached to the English and Mathematics books of pupils so children are acutely aware of what they need to do to enhance their learning. On a termly basis parents are invited to a class assembly. Following the presentation they are invited back to their child's class to view their books and discuss with their child specific targets. <i>They quickly understand what they have done well and how to improve.</i> Ofsted 2015</li> <li>Targeted children are receiving daily feedback as a specific intervention identified within our Pupil Premium project plan. Accelerated progress is expected. A new tool is being implemented this year to track costs of interventions and the impact they have on children's progress.</li> </ol> <p>In addition to the above, the SLT continue to effectively use the triangulation model and associated HeatMap for grading the effectiveness of teaching.</p> 

# Priority 5: We will continue to improve provision in Early Years by ensuring the space outside for Reception children always includes a range of activities to help deliver and enhance the curriculum

## Scope

### To raise the quality of provision by:

- refurnishing the space outside (2019) through the purchase of new furniture including climbing and imaginative play equipment and storage.
- purchasing a variety of resources intended to be used in the outside area to enhance the learning environment allowing resources to be easily accessible for the children thus promoting independent learning.
- developing the natural curiosity of the children by continuing to develop high quality topic based resources. Such resources will be carefully matched to the class curriculum, reflecting research and innovation.



## Success Criteria

### We will know we have succeeded if:

- the refurbishment has been undertaken and the learning environment internally is significantly enhanced.
- appropriate resources have been purchased and installed and are being used on a regular basis by the children.
- lesson observations demonstrate:

- children have access to resources which support them in all areas of learning both inside but particularly outside the classroom.

-a number of resources that are linked with the learning that is happening in the classroom or the topic that the children are focussing on that term, are being used.

-that staff are using questioning and talk to extend the children's learning and develop their ideas in the topic or subject.

- the number of children achieving a GLD significantly exceeds national expectations.
- observations, learning walks and perception surveys indicate a high level of satisfaction and effectiveness of the inside and outside areas.



## Leaders

SLT Lead: Mr Matthew Burn  
Governor Lead:  
Dr Huw Thomas

## Additional Team

- Anne Brown
- Claire Maxwell
- Sue Hutchins
- Tricia Knight

# We have checkpoints with the full Governing Body and Teaching and Learning committee where we will present progress to date

**1** Details of the base line of pupil performance in Mathematics, Phonics, Reading, Writing and SPAG and highlighting any areas of concern in relation to our ability to meet the National targets

**2** Details of the national targets for Mathematics, Phonics, Reading and Writing

**3** Details of the baseline of teacher performance in the teaching of Mathematics, Phonics, Reading and Writing

**4** Details of the number of lesson observations completed and their results, since planned implementation and last checkpoint-highlighting key issues where performance is not 'Good'

**5** The future observation programme that highlights that all teachers will have been observed before the half term check points

03

## Behaviour and Safety of Pupils



# Ofsted graded the behaviour and safety of pupils as outstanding.

## What Ofsted said needed improving

*The school's work to promote the pupils' personal development and welfare is outstanding.*

*The behaviour of the pupils is outstanding. Pupils understand the way they are expected to behave and they know their behaviour affects how well they do at school.*

*October 2015*

*Respect is shown by everyone, demonstrating that the Christian character of the school shapes the relationships between all members of the school community.*

*SIAMS Oct 2016*

## What we have done and what are we doing.

1. We have a well developed programme of CPD that addresses the teaching and learning of children, promoting outstanding practice. Lessons are planned with CICV (connecting into children's values) and WIIFM (what's in it for me) in mind and the use of 'Awe and Wonder' to interest our learners. The school embraces the model of growth mind-set to build resilience. We don't expect children to say, 'I can't do it', we expect them to say, 'I can't do it yet'. Displays promoting this philosophy are in all classrooms for teachers and pupils to refer to. The children are engaged and ready for learning with classrooms set up to promote this. No lessons were disrupted owing to poor behaviour during observations and learning walks (2017-18). Incidents of poor behaviour are rare (evidenced in data dashboard, observations and learning walks from staff, governors and visiting staff and colleague).
2. Teachers have previously taken up opportunities to visit other school to observe readiness for learning and quality teaching and learning. We welcome visits to our school in return and feedback is very positive.
3. Teachers know what constitutes a Good and Outstanding lesson and are striving to deliver Good lessons as a minimum and Outstanding lessons as the norm. Children being motivated and fully engaged is key to this aim.
4. Appropriate challenge for the children as outlined in the above sections is continually being developed. Observations and the scrutiny of books provide evidence of good differentiation and challenge in all classrooms.
5. Pupil surveys indicate that the children believe that they and others behave well and that all embrace learning opportunities in most lessons.
6. Whole school reward systems celebrate positive stories and our Christian values are specifically chosen to promote harmony and respect. These are reflected in the children's behaviour on a daily basis.



# Ofsted graded the behaviour and safety of pupils as outstanding.

<b>What Ofsted said needed improving</b>	<b>What we have done and what are we doing.</b>
<p data-bbox="50 368 388 522"><i>The arrangements for safeguarding are effective. Parents rightly agree with the school that their children are well cared for and kept safe.</i></p> <p data-bbox="50 875 204 901"><i>October 2015</i></p>	<ol data-bbox="426 368 1870 1305" style="list-style-type: none"><li>1. The CCR and Safeguarding procedures in the school have the highest priority and are always up to date. Staff receive safeguarding training and updates are regularly delivered. Prevent training for governors has been undertaken and annual updates are delivered to governors and staff alike. The update for this term includes child trafficking and modern slavery.</li><li>2. The redesign of the school reception area has ensured security is tight. Visitors to the school, having gained access through the front entrance are not able to gain entry to classrooms unless they are admitted by office staff. The key code into the Foundation Stage area prevents access to this part of school too. Members of staff have devices to enable them to gain entry to these specific areas.</li><li>3. At the start of the academic years 2013-14, 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19 whole school assemblies were held with the children followed by a Health and Safety walk around the school. The school then regrouped and discussed rules including safe movement around the site. The children subsequently wrote their own rules which they took ownership of. The staff monitor how the children conduct themselves and when necessary address trends, issues or anomalies to what is normally exceptional behaviour. Behaviour in the school is Outstanding. Lunch time procedures were revised in 2013 and actions put in place so as to have fewer children in the school buildings at lunch times. This continues to have a very positive impact. There are few lunchtime incidents. This is continually monitored by the SLT.</li><li>4. Lunchtime supervisory staff are now largely made up of teaching assistants. This remodelling in 2017 has had a positive impact as the staff know the children well and can support their play to ensure positive and purposeful behaviour.</li><li>5. The children are moving around the school safely making sensible and safe decisions most of the time and there are very few incidents. New playground markings were installed in 2015 and the playground has had significant investment. In 2016 (summer) a significant project was undertaken to replace and enhance play equipment on the Trim Trail. This has encouraged active play and improved strength and balance in the children. Children's engagement in physical activity has increased and there has been a noticeable improvement in their co-operative play as they support and encourage as well as challenge one another. The school continues to seek funding for future improvement, development and expansion.</li><li>6. The red slips in conjunction with the behaviour log are used to note significant incidents and are presented to the Head of School for analysis. Where necessary trends are acted upon. These are analysed by the SLT and reported to Governors. The number of these reported incidents are low.</li><li>7. Training for all lunchtime supervisors regarding positive reinforcement and assertive discipline is ongoing.</li><li>8. The school leaders rarely have to deal with misbehaviour or bullying. Regular lunchtime learning walks are carried out by the SLT to monitor behaviour and provision.</li></ol>

# Priority 6: The welfare, behaviour and safety of our pupils will remain outstanding and continue to be a priority in this school.

## Scope

### Maintaining Outstanding Behaviour, Welfare and Safety at Holy Trinity:

The school recognises that no matter how good we are, at any one time one or more children will be unhappy, feel lonely or may even be bullied. It is our goal to identify these children early and to actively promote our anti-bullying and behaviour policy at all times.

Safeguarding policies and procedures must remain the highest priority in the school, They are to be kept up to date, rigorously monitored and robustly challenged to ensure our children are safe.

Safeguarding audits are carried out on an ongoing annual basis and regular monitoring by third party experts and governors is the norm.

## Success Criteria

### We will know if we are successful if:

1. The children in the school are safe. Our procedures are up to date, followed, work well at identifying children at risk and are robust when causes of concern are raised.
2. There is a high level of happiness and well-being in the school.
3. Children identified as being unhappy, lonely or having difficulty with friendships will be supported well and be few in number.
4. There will be few incidents that are significant enough to be reported on red cards and incidents of bullying will be low. Where they do exist they will be immediately and effectively dealt with.
5. All staff will have received and will know how to act on relevant safeguarding updates including Prevent Training.
6. Governors will be knowledgeable and well trained in Safeguarding and Prevent. They will make appropriate observations on behaviour when visiting the school.
7. Incidents of racist, cultural and sexual orientation insults and bullying remain exceptionally low.

## Leader

SLT Lead – All safeguarding leads

## Additional Team

Head of School –Miss Anna Smith  
Governor- Dr Huw Thomas  
Mary Gallop (Prevent Trainer at Lowbrook)



We have a checkpoint with the full Governing Body, the Premises & Governance Policies committee and the Teaching and Learning committee termly where we will present progress to date

1

Details of the base line of attendance levels for 2017-18 and behaviour levels observed during lesson observations

Observations of Governors following their visits

2

Details of the current Behaviour Policy and how it needs to be improved and monitored in the future

3

Details of behaviour logs, complaints and parent questionnaires are monitored to measure improvement and plan next steps.

4

Registers for safeguarding training including updates will be available for scrutiny at all times.



The improvement strategy for Holy Trinity is focused on the four Ofsted priority areas and a focus on engaging parents in the improvement journey

04

Leadership and Management

## What the LA said needed improving

*The executive Headteacher and senior leaders have brought about rapid and significant improvements since the last inspection in the quality of teaching and the pace of pupils' progress.*

*The arrangements for safeguarding are effective. Parents rightly agree with the school that their children are well cared for and kept safe.*

## What we have done and are doing

1. The Principal was appointed on a 0.5 Executive Principal agreement for one Year beginning the 1st of September, 2013 to develop Leadership structures, appoint, stabilize and develop the teaching staff at the school whilst developing a School Improvement Plan (of which this is an updated version), to address the underperformance of the school and rapidly move the school into its outstanding category. He since appointed a new senior leadership team consisting of: a Head of School, an Assistant Head, a SENDCo and Pupil Premium Lead Teacher, a Lead TA and a School Business Manager. The Executive Principal has successfully completed four full academic years and has committed to the school for the Academic Year 2018-19 continuing to work 0.5. Shared leadership between the two schools was implemented for the first time in 2016-17 and will be further developed within this academic year's plan.
2. The appointed Head of School continues to train on the job with the Executive Principal but maintains a 0.5 teaching commitment. This has been very successful as was recognised in the recent Ofsted Section 5 and SIAMS reports. The heads of school at Lowbrook and Holy Trinity are currently in the process of completing NPQH. In addition to the teaching team the school Bursar/School Business Manager post has been most successful in supporting the leadership of the school.
3. The Governing Body remains stable and have instigated the structural changes that were required to get to this point in the change cycle with the full support and advice from the RBWM LA. A Review of Governance was undertaken immediately after the Ofsted inspection in October 2013 and, as a result, they reconstituted and have re-organised the committee structure. They undertake their statutory duties with diligence and expertise. Challenge and support are good. All the recommendations following the review of Governance are now fully in place. Please see documentation related to the review and GSET to evidence the effectiveness which we self evaluate to be now Outstanding . This was confirmed in the 2015 Ofsted inspection and the 2016 SIAMS inspection. This continuous improvement plan recommends a new committee is set up to explore the MAT options.
4. The Governors regularly gather first hand evidence by visiting link classes, completing learning walks and accompanying children on trips. They ask questions and provide challenge when completing these exercises. They hold leaders to account successfully and know the school well. They understand our priorities and seek evidence that progress is made during every visit. They are now acting as a strategic body developing short term and long term visions and aspirations for this school.
5. The site is safe and a refurbishment programme to develop the learning environment is firmly in place. The Governing Body continues to develop a long term strategy to develop the school, with expansion and redevelopment of the temporary classrooms at its core. This is largely deemed as Part 2 business but all information will be available for future inspection and audit.
6. Governors and senior leaders have high expectations of the whole school team therefore governance is effective.

What Ofsted said	What we have done and are doing
<p><i>Holy Trinity is truly a learning school. As well as training courses, teachers are involved in research-based learning and are working closely with another outstanding school in raising the quality of teaching. Two members of the relatively small staff are embarking on programmes to gain national qualifications in leadership.</i></p> <p><i>October 2015</i></p>	<ol style="list-style-type: none"> <li>1. All staff have areas of curriculum responsibility but are not specifically represented on the SLT. All curriculum areas of development and leadership are the responsibility of the Assistant Headteacher. All staff are seen as leaders. Developing the skills of the Curriculum Leaders is central to our improvement. This is on-going. Leaders are currently being developed across both schools and incorporate new responsibilities across both establishments. This plan recognises that we are in the third year of joint subject leadership and that this is yet to be fully embedded across both schools.</li> <li>2. Curriculum leader job accountabilities have been written along with agreed formats for subject monitoring and development guidelines (January 2014). Please see subject folders for evidence.</li> <li>3. All staff, having been trained in the effective use of assessment, pupil tracking and historic RAISEonline, are continuously enhancing their skills in this area. We have a better knowledge of how to do this now as the new assessment arrangements have been published and we are now in the third year of this cycle.</li> <li>4. All timetables were reviewed and changed following the inspection in 2013. All morning assemblies, which were not well timed, were moved to the afternoon and timetabled for straight after lunch. We have also reduced the number of whole school assemblies and increased the quantity of age appropriate classroom Collective Worship sessions. It is the clear expectation that three significant lessons, identified on the timetable, are taught within the morning session. There is no set time for morning break. The teaching staff decide when the time is appropriate and take their children out for a snack and a play. This means that when a lesson is going well it does not have to come to an abrupt end and similarly lessons are not drawn out to meet the school break time bell. An additional benefit to this approach is that not all classrooms are out to play at the same time, increasing play space and reducing incidents of conflict, territorial domination and accidents. Teachers being out with their children is also beneficial. (Teachers and TA's organise their own toilet breaks). During 2017 a successful reorganisation ensured TAs now supervise lunchtimes.</li> <li>5. We have embedded a team with representatives from the dioceses and church to ensure Holy Trinity remains a church school where Christian Values are at the core of everything we do and is fully recognised by the whole community. This is detailed in improvement area 8 and recognised as a strength in the school's SIAMS inspection October 2016. <i>'The head of school, supported by governors and an enthusiastic staff team, have a clear vision for the school based on Christian principles. They provide the best education possible for the children in a safe, nurturing environment built on Christian principles. (SIAMS Oct 2016)</i></li> <li>6. With the laying of a running track on the field, the running of a daily mile by the children has been introduced. This was an initiative built on research led by Dr Colin Moran and introduced initially by St Ninians Primary School in Stirling, Scotland. With the extent of the benefits yet to be fully determined, there is already clear evidence that the positive impact is far reaching.</li> </ol>

What Ofsted said needed improving	What we have done and are doing
<p><i>Pupils regularly use modern information technology equipment, such as iPads, to enhance their learning.</i></p> <p><i>October 2015</i></p>	<ol style="list-style-type: none"> <li>1. Computing and the use of ICT is a strength. Successive Vision Documents for computing and ICT have been written, enhanced and endorsed by the governing body.</li> <li>2. Each classroom has a caddy containing 15 iPads and 7 touch screen netbooks. Access to devices is immediate and allows the children to supplement their learning in all subjects. Available finance for ICT is a limiting factor – two years ago the resourcing of the SHEL was assigned £20000 in addition to the £5500 support contract. The shortfall for the project was addressed by vigorous fundraising and an ambitious vision and strategy. 40 additional iPads and educational apps were added to our server system. LCD screens have been purchased and are well used in all classrooms as well as in the SHEL and the library. The SHEL (Space for Heightened Experiential Learning) opened its doors in September 2016 and it is envisaged that this will be used around the clock to enhance all aspects of our curriculum. State of the art resources include programmable Blue-Bots, Lego WeDo control modelling, virtual reality headsets, a green screen, fitbit data logging devices, GoPro cameras and audio and video editing technology.</li> <li>3. The use of iPad apps continue to enhance the delivery of the curriculum across all subjects. Our ICT vision will be incorporated into the 2018-19 budget with the key focus on developing the use of the Accelerated Learning Zones.</li> </ol>
<p><i>Governance is effective. Governors moved quickly following an external review to reorganise the governing body into a smaller and more effective unit.</i></p> <p><i>October 2015</i></p>	<ol style="list-style-type: none"> <li>1. The review was successfully completed. The external review found that governance was good in many areas, however recommendations ensured we revised our:             <ul style="list-style-type: none"> <li>• Instrument of Governance – this has streamlined governors and ensures we have the right profiles to challenge and support strategically.</li> <li>• Committee structures – clear areas of responsibility and ownership have been redefined. Each school priority is allocated to a particular committee for monitoring and evaluating.</li> <li>• Strategic Vision - Governors are now fully involved in the development of the future priorities of the school as they proceed forward (long term aims)</li> <li>• GSET – All governors are fully trained on Self Evaluation Tracker, tracking actions and on how to address key points. There is an annual review of GSET that feeds into this CIP.</li> </ul> </li> <li>2. Governors now keep themselves informed through regular reports and presentations from the school’s leaders as well as from their own visits. They understand how the school is doing and, by being conscious of their responsibilities, are closely involved in setting ambitions targets, providing strong support to the school and asking challenging questions of the leadership team to hold it accountable for its actions. In addition they are prudent in their financial management and make sure safeguarding arrangements fully meet requirements.</li> </ol>

We have a checkpoint with Leadership Governors planned for each term where we will present progress to date:

**1**

Details of the changes to the leadership and management structure including job description and accountabilities along with evidence folders outlining progress for each priority identified within this plan.

**2**

Details of the impact of leaders in order that the Governors can ensure the capacity is being used to improve teaching and learning-this has to be directly linked to performance management.

# Priority 7: We will continue to develop the quality of Leadership throughout the school

## Scope

### Developing Outstanding Leaders:

The quality of leadership will improve at all levels and have the capacity to maintain an outstanding judgement in the future.

The leaders will continue to develop the shared vision with all stakeholders and develop a culture of excellence throughout the organisation beyond our recent inspection. Holy Trinity will be known as an outward facing school.

The Senior Leaders will develop the leadership of all staff and oversee the leadership of curriculum development with every member of staff.

A leadership structure will be firmly and effectively in place for the non teaching body of the school.

Leaders will continue to embrace and develop research and innovation throughout the school.

The staff will develop leadership opportunities beyond this school directly influencing and positively impacting children across the Local Authority and in particular Lowbrook Academy.

## Success Criteria

### We will know we have succeeded if:

- an effective Senior Leadership team remains in place and is effectively functioning to a high level within the specifications of their leadership roles by January 2019.
- a shared Vision and Values Document is in place and has buy in and commitment from all key stakeholders.
- the priorities within this document are being met, revised and prioritised with the key aim of keeping this school in the outstanding category at the end of this school development cycle.
- the Governing Body are effectively driving the strategic vision of the school alongside the senior leaders, are effectively managing their own terms of reference in relation to the governing body review and effectively challenging and supporting the senior leaders of this school.
- this development plan leads to us operate within the parameters of outstanding within the current and future OFSTED framework.
- innovation and research will be evident in the impact of daily learning.
- leadership will have a direct impact on the outcomes of the identified leadership areas of Holy Trinity.

## Leaders

SLT Lead: Mr Dave Rooney and  
Miss Anna Smith

Governor Lead:  
Mrs Yasmin Thorn-Davis

## Additional Team

- Mr Martin Gosling


The improvement strategy for Holy Trinity is focused on the four OFSTED priority areas and includes a focus on engaging parents in the improvement journey

05

Improving Communications and engaging parents and carers in the improvement journey



Ofsted does not directly comment on communication and parental engagement but we have improved this dramatically since our Ofsted inspection in 2013.

What Parents said	What we have done and are doing
<p><i>Parents speak very highly of the school and are delighted with the enormous improvements which have taken place over the last two years.</i></p> <p><i>The large number of parents who met the inspection team or left comments on Parent View were effusive in their praise of the school and most reported their delight at the recent rapid improvements in the school's performance. Many parents commented on the effectiveness of teaching, how happy their children were and the good communication with the school.</i></p>	<ol style="list-style-type: none"> <li>The staff continue to be accessible to the parents. The Head of School and the Executive Principal stand in the playground before and after school every day so that the parents can communicate with us. For more important meetings we set meeting dates with a response time of one day where at all possible.</li> <li>We successfully report and meet with parents. We have a 'Meet the Teacher' session during week two of the new academic year, two further Parents' Evenings in terms 2 and 4 and we issue a formal report in term 6 with a follow up meeting where required. Parent sessions during the academic year 2015-16 and 2017-2018 explaining Phonics, Mathematics and SPAG strategies were successful and will be repeated in 2019 with the introduction of handwriting sessions.</li> <li>All IEPs, PPPs and EEPs are now on a minimum six week cycle and parents are strongly encouraged to be fully involved in the setting of child friendly targets.</li> <li>We send a weekly newsletter to parents as well as termly class curriculum newsletters-this is via email or on paper where requested. All newsletters are posted on the school website. Currently a short weekly update followed by a fuller termly review of what has been happening in school are published.</li> <li>The school launched a new website that is much more informative than before and fully meets statutory requirements. <a href="http://www.holytrinitysch.co.uk">www.holytrinitysch.co.uk</a> It is recognised that ICT continues to move rapidly and that the new more accessible platform is easier for users to engage.</li> <li>The school Tweets. @ HTSchoolCookham</li> <li>The school submits a monthly report published in the Parish Magazine. </li> </ol>
<p><i>The school have identified that it must continue to involve parents in partnership with the school to achieve our vision.</i></p> <p><i>October 2015</i></p>	<ol style="list-style-type: none"> <li>The school held a visioning session with the parents and carers in July 2015 and gathered the view of the community. These were analysed and incorporated within the plan. The outcomes of the analysis have been communicated with the parents. This was revisited again in 2016.</li> <li>Parents at Holy Trinity have committed to:             <ol style="list-style-type: none"> <li>demonstrate loyalty to the school by being engaged in its improvement.</li> <li>ensuring children do their homework to the standard of which they are capable.</li> <li>attend Parents' Evenings or parent meetings.</li> <li>ensuring children are brought to school on time.</li> <li>recognise that all Holy Trinity staff should be treated with respect.</li> <li>support and enhance our vision and work with us on our journey in striving to place excellence at the centre of all we do.</li> </ol> </li> </ol>



# Priority 8: We will improve communications and parent and carer engagement in the School

## Scope

### We will continue to improve engagement with parents and carers by:

- being more accessible to parents through a variety of mediums.
- having regular formal meetings with parents to discuss progress, future targets and joint working.
- providing opportunities for parents to observe and understand the way we teach.
- providing opportunities for parents to have their say and help shape the vision for their children's school and education.
- holding workshops with parents demonstrating how we teach e.g. Phonics sessions, Maths Master Classes, SPAG sessions, Handwriting workshops and 'All about VCOP'.
- ensuring the parents use up to date media such as web sites and texting to keep in touch with the school.
- developing a parents' forum to work alongside us to develop the outdoor facilities in the school

## Leaders

SLT Lead: Mr Martin Gosling and Miss Anna Smith

Governor Lead:  
Mr Duncan Betts

## Additional Team

- SLT, Office manager.

## Success Criteria

### We will know we are successful if:

1. The parents have access to teachers at short notice and feel they can meet with the professionals within the school regarding their children.
2. The parents are well informed about the school's operation, key dates and annual calendar.
3. The parents are well informed about their child's attainment and targets.
4. The parents receive key information through a variety of appropriate media including email, blogs, twitter and texting.
5. The parents will feel that if they don't know how to support their child's education we can offer them support in doing so e.g. master classes and Parents' Evenings.
6. The parents will have had the opportunity to have meaningful input into the schools future direction (Vision), and will be stakeholders in supporting us in achieving it.
7. Parents respond positively in relation to this priority when completing surveys.



# We have a checkpoint with the full Governing Body at termly meetings

**1** Parent perception surveys will be key to understanding if we are meeting this priority.

**2** Key data such as mobility, attendance at parents' meetings, complaints letters etc. will be important indicators for us when attempting to measure our success.



We can teach in our current buildings but are they fit for excellence and future generations?

06

Building and ground resources for this generation and beyond.



The school has mix of Victorian, 1970's and 1990's extensions. We are aiming to develop the site so it meets the needs of our current children and beyond.

## What needs improving

*The Governors recognise that because of local demands on pupil numbers, including the imminent cross rail in Maidenhead, and the ageing and increasingly deteriorating state of some of our buildings, redevelopment of our site must be planned for in the medium term planning- beyond the one year remit of this document.*

*The schools PAN reduces to 30 in September 2016. This will free a classroom that has the scope to be developed into a multipurpose resource room for the children.*

## What we have done and are doing

The Governing body are responding to the current climate of pupil expansion across the Local Authority and the condition surveys and current state of our existing site. The Executive Principal has written explicitly to the local authority requesting Holy Trinity are considered in any future schools' expansion paper.

We are currently collaborating with the community, councillors and Local Authority officers and, through this collaboration, we are in the process of producing a long term plan that will meet the future needs of this school. This is dealt with during Part 2 of Governing Body meetings

The Shel (Space for Heightened Experiential Learning) has been in operation for two years. Effective use of this space continues to be evaluated as the years progress. The Library was completed in 2017 and has proved very popular as an additional learning resource as well as a library. Break out areas outside Years 3 and 4 are currently being re-designed and will be planned for in the new budget.








The school has mix of Victorian, 1970's and 1990's extensions. We are aiming to develop the site so it meets the needs of our current children and beyond.

We recognise...	What we have done and are doing
<p><i>Pupils regularly use modern information technology equipment, such as iPads, to enhance their learning.</i></p>	<p>Improvements to the school's wireless network have seen access points added across school ensuring improved access to the internet for a greater number of concurrent users. Each classroom now has an access point within metres and connectivity has also been improved in key shared areas, i.e. the hall, the library, the office areas and the staffroom. This year we will carry out Wi-Fi connectivity test, identifying and eliminating black spots. iPads have been purchased to ensure that each class has a minimum of 15 iPads. Years 5 and 6 – as well as the SHEL – have new Air2 iPads with surplus devices being redeployed through school. Our support of multiple operating systems continues with each class having its own Touch LCD screen linked to a laptop computer, as well as a set of 12 netbooks to complement the class curriculum.</p> <p>The Space for Heightened Experiential Learning (SHEL) encompasses zones of technology-based learning. With a wealth pioneering technology at our fingertips, it is imperative that this equipment is accessed regularly to support learning across the curriculum. An ongoing target is to ensure that teachers regularly consider new learning opportunities in the SHEL.</p> <ul style="list-style-type: none"><li>•Virtual and augmented reality tools will allow children to collaborate on immersive imaginary projects, broadening their experiences and their ability to visualise and interact with environments.</li><li>•Control modelling and robotics introduces children to mechanical engineering and computer science. They design, construct, operate and assign tasks to robots as well as working with associated computer systems for their control and information processing. With the emphasis on coding in the new curriculum, control modelling gives purpose to computer programming.</li><li>•A green screen allows the children to enter different environments. They instinctively enter into the roles of the people, characters or creatures who might populate these settings.</li><li>•Touch screen netbooks and iPads will allow for instant connectivity and will support our vision of providing multiple operating systems in which children may work.</li><li>•A central 27" iMac will provide a high-performance device, designed to be intuitive and easy to use. It will offer opportunities for children to work in small groups on big projects as well as allowing for teachers to give vibrant presentations to the whole class.</li></ul> <p>This year we will update our operating system on laptop and desktop computers to Windows 10. This will facilitate our use of Office 365 applications which allow greater collaboration between pupils on shared projects and improved access. On Windows 10 devices, we will be able to run Minecraft: Education Edition - a collaborative and versatile platform that teachers can use across subjects to encourage 21st-century skills.</p>

The school has mix of Victorian, 1970's and 1990's extensions. We are aiming to develop the site so it meets the needs of our current children and beyond.

We recognise...	What we have done and are doing
<p><i>A rolling programme of classroom decoration and remodelling is required.</i></p> <p><i>The furniture and decoration within EYFS, KS1 and 2 require updating and modernising.</i></p>	<p>Years 3 and 4 had a full window replacement during the summer holiday of 2014. In addition two classrooms, the staffroom and communal areas have been redecorated. New desks and chairs have been purchased for all KS2 classrooms and one KS1 classroom. The replacement of furniture for our Year 1 classroom was the Autumn Term, 2015.</p> <p>Library and KS2 learning zones have now been developed and the SHEL has been in use for two years. These zones reflect cutting edge technology and innovation along with the school's aspirations. In addition to this, refurbishment of the EYFS areas (indoor) has had solid investment and will continue to be a focus in this plan. Development of the outdoor play zone is planned for in 2019. The cross-country running track has been completed allowing the children to partake in the daily mile and during summer 2018 the quiet zone in our playground was revamped and the modernisation of the roll-along modular classroom was completed.</p>
<p><i>The entrance to the school is unwelcoming and not practical. The front office is used as an entrance and requires remodelling.</i></p>	<p>Plans were drawn up and building work carried out to reinstate the main entrance doors at the front of the building and redevelop the office space, providing a serving hatch for the parents. This has resulted in the two areas becoming separate, safe and welcoming while at the same time improving privacy, security and confidentiality. This has been extremely successful. As a component of the Library re-development Karndine flooring and new doors were installed beyond the entrance to enhance and continue the new theme and branding of our entrance.</p> <div data-bbox="502 899 811 1313"></div> <div data-bbox="869 971 1313 1285"></div> <div data-bbox="1391 971 1835 1285"></div>

The school has mix of Victorian, 1970's and 1990's extensions. We are aiming to develop the site so it meets the needs of our current children and beyond.

We recognise...	What we have done and are doing
<p><i>The playground at the back of the school is often waterlogged . It is still used by the children but now requires updating and modernising.</i></p>	<p>The local Authority have been contacted and a request for a structural survey has been made. The school's active and highly ambitious, PTA agreed to fundraise for new playground equipment as their key Priority in 2016. Following a period of targeted fund-raising and securing a grant from a local charity, enough money was raised to allow the school to go ahead with the project. During the summer holiday (2016) the entire area where the existing trim trail is located, was excavated, new foundations laid and the old surface replaced. Five additional pieces of equipment were added, one to replace an element of the trim trail that had perished and another four positioned around the outside edge. All are geared towards physical development.</p> 
<p><i>The 'Raising the Roof Fund' needs to be spent on this generation of pupils.</i></p>	<p>It is recognised by the Governing body that this fund required reallocated. It is further recognised that it would be more appropriate to spend the fund now rather than wait for our long term ambition that is largely dependent on political will, policy and funding. During the summer the cobbled quiet zone and cladding to the exterior of the outdated Roll-along buildings were completed. This area of playground was suffering from subsidence and wear and tear. Development of our external nature area into a forest school and rebuilding our small resources room and sheds around the school are well under way. The wildlife area was used for the first time officially during Science week, October 2018.</p>    
<p><i>We must make the most of our current buildings with the resources we have.</i></p>	<p>The Governing body have made no secret of their desire to redevelop and rebuild some of the buildings within this school. This long term ambition is again depended on local authority funding and political will and policy. The FGB continue to hold meeting with the key stakeholders and decision makers regarding this ambition. Details of this are maintained under Part 2 conditions within the governing body.</p>

# Priority 9: The governors are committed to improving our current resources and grounds and developing a long term plan for this generation and beyond.

## Scope

### We have aspirations :

- To develop a long term site and building plan in collaboration with the local Councillors, Local Authority and school community that will meet the future needs of the children within our community.
- To continue to improve and evolve the quality of provision by delivering an ICT vision to the highest standard.
- To improve the older teaching areas within the school ensuring that they are clean, decorated to a high standard, have furniture that is modern and fit for purpose and that the utilities meet modern standards therefore enabling a comfortable learning environment for the children.

## Leader

SLT Lead: Mr Dave Rooney, Miss Tricia Knight

Governor Lead:  
Mr Terry Jackson

## Additional Team

- Senior Leadership Team

## Success Criteria

1. We will know we have succeeded if:
  - a long term plan for the future of our buildings and grounds has been largely developed and is moving towards the consultation stage.
  - the ICT strategy is firmly in place (fourth year) and the impact on learning is measurable. This will be measured through observations, questionnaires, and attainment.
  - a rolling programme of redecoration is in place and the identified classrooms (Yrs. 3, 4 and 5) will have been decorated and refurbished this academic year. All classrooms will be warm in the winter and cool in the Summer Term.
  - The breakout areas outside the existing Year 3 and 4 classrooms will be redesigned and priced ready for the April budget.
  - KS1 and KS2 will have modern and effective learning zones that impact on learning, are innovative and are at the cutting edge of technology.
  - EYFS will be refurbished outside to reflect the latest innovations, research and style appropriate to this age group.



# Governors checkpoints.

**1**

The Governors will monitor all renovation planning and scheduled works through the Resource Committee and full governing body

This is a Christian School and Christian beliefs are at the core of all we do.

07

To ensure the Christian Ethos which has been embedded across the school and is demonstrated in all we do, remains at the heart of Holy Trinity .



# ‘Whoever says he abides in Him ought to walk in the same way in which He walked’ 1 John 2:6

What the diocese said	What we have done and are doing
<p>Holy Trinity has an outstanding Christian and inclusive ethos of family and fellowship , enabling pupils to flourish in a climate of trust and interdependence.</p>	<ol style="list-style-type: none"> <li>1. The Christian Values of Love, Friendship, Sharing, Forgiveness, Courage and Peace (chosen by all members of the school community as being those which we value most highly) are firmly embedded in the school and understood by all. In September 2014, through extensive discussion, the children with class teachers established which six Christian Values most embraced what is at the core of our school. These formed the basis of Collective Worship during the year. A timetable was drawn up to ensure the impact of collective worship on the school community was maximised. This system of measuring impact and reflecting on it is firmly embedded across the school.</li> <li>2. While the clergy continue to guide and support the work done in school through regularly leading Collective Worship, the setting up of a more formal timetable for covering themes throughout the school year now ensures excellent coverage of Biblical teaching. The well-planned programme of worship reflects the liturgical calendar and the seasons of the church. Collective worship is distinctively Christian. A more structured approach to whole school assemblies is well established; Thursday’s collective worship continues to celebrate the achievements of the children, as well as introducing the theme for the following week. This continues in class collective worship sessions on a Monday and Wednesday at a set time of 1:10pm where discussions can be steered at a more age appropriate level. The vicar leads worship on a Tuesday and our Friday ‘Come and Praise’ assembly led by Miss Davis enables all to worship through song. Once a term, parents are invited to attend a class presentation. These always have a religious element during them.</li> <li>3. The school continues to have close links with the local church visiting it at least once every term for a service, often involving the celebration of the Eucharist. In addition we continue to lead Sunday services at Holy Trinity Church when we are invited to do so. Each term, classes spend curriculum time in the church, exploring its layout, finding out about its history and learning about the Anglican Festivals and the colours associated with them.</li> <li>4. Regular INSET during the year are planned to ensure continuous improvement.</li> <li>5. Following a review of R.E. schemes of work in 2014 a new programme developed by the Oxford Dioceses was adopted across the school and this is firmly embedded across the school. Comprehensive long term plans show when key questions from the syllabus are addressed and clearly laid out programmes of study for each term ensure key concepts are tackled enabling pupils to learn about religion and from religion. ICT is regularly used to enhance the delivery of the curriculum.</li> <li>6. The Head of School along with Foundation Governors and the clergy continue to regularly meet with the school’s Diocesan Advisor, Marion Standing , to formulate plans for ensuring the Christian ethos of our school is remains a top priority.</li> <li>7. Areas of reflection, where the focus is a prayer tree, are the norm in each classroom. Through exploring the purpose and value of prayer the children have a deep understanding of spiritual awareness. This is deepened by religious symbols and displays around school, many of which invite an interactive response.</li> </ol>

# 'Whoever says he abides in Him ought to walk in the same way in which He walked' 1 John 2:6

## What the diocese said needed improving

## What we have done and are doing

9. Times of reflection within the school day are purposeful. Every class says a prayer of thanks before going for lunch, prayer books containing prayers the children have written are displayed in classrooms and prayers are selected from the classroom prayer tree to use during collective worship. Whole school collective worship ends with a prayer to fit the theme followed by the whole school saying the Lord's Prayer which all the children can recite. A candle with three wicks is lit to celebrate the Holy Trinity, God the Father, God the Son and God the Holy Spirit. Plans to develop a quiet, reflective and spiritual area within the school grounds are underway and all classes are engaged in projects to nurture the environment through the planting of crops.
10. The social, moral, spiritual and cultural development of every child is catered for well through a planned programme of Personal, Social and Health Education coupled with citizenship. The teaching British values is incorporated into our curriculum and Circle Time allows matters related to these subjects to be discussed. During these sessions pupils are encouraged to reflect on their actions in the context of Christian values.
11. Pupils exhibit high levels of discipline and positive behaviour, resulting from the fact that all share the same principles of forgiveness and understanding. Pupils demonstrate a compassion for others and are encouraged to adopt a strong, outward looking ethos of charitable action.
12. A collective worship team to lead the planning of collective worship as well as evaluate it and the provision for reflection during the school day has been set up comprise teaching staff, governors, the clergy and children. They meet on a termly basis.
13. The delivery of the R.E curriculum is enhanced with visits to places of worship and by inviting guest speakers in to talk to the children.
14. Entries from the school are submitted to the Parish Magazine on a monthly basis ahead of its publication, which serve to inform the community of what is happening in the life of Holy Trinity. A report is also submitted on an annual basis to the PCC ahead of their annual general meeting.
15. Our progress on determining how effectively we operate as a school where a distinctive Christian character is at the core of all we do is continually reviewed by staff and governors.



Priority 10: To ensure the Christian Ethos which has been embedded across the school and is demonstrated in all we do, remains at the heart of Holy Trinity .

## Scope

To ensure the school continues to provide outstanding practice in each of the three key areas:

- How well the school, through its distinctive Christian character, meets the needs of all learners
- How effective is the impact of Collective Worship on the school community
- How effective are the leadership and management of the school as a church school

by:

- ensuring all stake holders can articulate the distinctly Christian values which define Holy Trinity and demonstrate how they are intrinsically embedded in everything practiced.
- ensuring that the school, through its distinctive Christian character, does meet the needs of all its learners
- ensuring there is maximum impact on the school community through the planned programme of collective worship.
- ensuring the provision for Religious Education is of the highest quality.
- ensuring the leadership and management of the school as a church school are effective in all they do.

## Leader

SLT Lead: Miss Anna Smith

Governor Leads:  
Mr Terry Jackson

## Additional Team

- SMT/SLT/Subject co-ordinators
- Diocesan Advisor-Marion Standing
- Year group leaders

## Success Criteria

**We will know we have succeeded if:**

- distinctively Christian values are explicit and deeply embedded in the daily life of the school
- all members of the school community continue to articulate the distinctively Christian characteristics of the school's values and can identify the significant impact they have on the daily life and achievements of all its learners
- learners continue to have regular opportunities to engage in high quality experiences that promote and develop a personal spirituality
- learners are passionate and confident to express their thoughts in considerable depth through a rich variety of styles
- the behaviour of learners is of the highest standard and relationships between members of the school community are consistently attributed to the Christian character and values of the school
- learners have a high degree of understanding that Christianity is a multi-cultural world faith showing respect for diversity within the church and other faith communities
- learners are excited and challenged by religious education
- all member of the school community place great value on collective worship and can articulate what it means to them personally
- collective worship has a strong focus on the person of Jesus Christ and God the Father, Son and Holy Spirit with regular inclusion of Biblical material.
- learners have a good understanding of the seasons of the church year and Christian festivals
- collective worship is monitored and evaluated with learners engaged through leading it.
- learners understand the value of prayer and reflection as part of their own spiritual journey.
- standards of attainment of all learners in R.E. are at least in line with or above national expectations.
- progress in learners is rapid in developing an understanding of Christianity and a broad range of religious beliefs.

Priority 10: To ensure the Christian Ethos which has been embedded across the school and is demonstrated in all we do, remains at the heart of Holy Trinity .

## Scope

See previous page



## Success Criteria

- learners are inspired by the teaching of R.E. and apply a range of higher level skills to great effect in their enquiry, analysis, interpretation, evaluation and reflection in understanding the subject.
- the majority of teaching in R.E. is consistently good and the use of highly effective assessment informs teaching and learning.
- R.E. has a high profile in the school curriculum and the programmes of study are rich and varied.
- well focused action plans lead to improvement. The subject leader has the highest level of subject expertise.
- leaders and managers consistently articulate, live out and promote a vision deeply rooted in distinctively Christian values.
- leaders can articulate the impact of explicit Christian values on the lives of learners.
- leaders have a thorough understanding of the school's performance and distinctiveness.
- the wider community contribute to school life to ensure all have an understanding of local, national and global communities.
- the development of staff and governors as leaders in a church school is planned strategically with substantial benefits for the current leadership of the school.
- the leadership of worship and R.E. is given a high priority leading to highly effective practice in both areas.

## Leader

SLT Lead: Miss Anna Smith

Governor Lead:  
Mr Terry Jackson

## Additional Team

- SMT/SLT/Subject co-ordinators
- Diocesan Advisor-Marion Standing
- Year group leaders

We have a checkpoint with the full Governing Body at termly meetings where we will present progress to date:

**1**

Details of the initiatives implemented across the school will be reported

# How will we evaluate the school ? The SEF.

**1** This document will inform our SEF judgments and be written as a summative report in November 2016

**2** The effectiveness of this plan and SEF will be reviewed and tested by: The Governing body, The Local Authority, The Supporting Dioceses, The visiting HMI and ultimately OFSTED and SIAMS at its next inspection.





## Summary of Education Speak

- **APS – Average Point Score.** E.g. If the average level in Year 6 was a 4 the APS would be 27. This would be calculated by a simple formula of  $=(4 \times 6) + 3$
- **ASP - Analysis of School Performance.** This replaced RAISEonline in 2017/18 and is the revised statistical analysis of schools data completed annually by OFSTED.
- **CICV – This stands for connecting into children’s values.** The best learning occurs when this is done during lessons.
- **EEPs – Exceptional Education Plan.** This is a document created to set personalised targets for children who require specific targets for areas of the curriculum in which they excel.
- **EYFS – Early Years Foundation Stage.** This used to be called Reception.
- **GSET - Governors Self Evaluation Tool.**
- **IEPs – Individual Education Plan.** This is a document created to set personalised targets for children with specific learning needs.
- **Provision Maps – A management tool providing an 'at a glance' way of documenting and showing the range of provision, additional staffing and support that a school makes available to its pupils.** Provision can then be planned to meet those needs and track pupil progress so as to improve learning outcomes.
- **Pupil Premium – The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.**
- **RAISEonline – This is a statistical analysis of schools data completed annually by OFSTED.**
- **SEND – Special Educational Needs and Disabilities.**
- **SENCO – Special Educational Needs Co-Ordinator.**
- **SIAMS-Statutory Inspection of Anglican and Methodist Schools.**
- **SS – Scaled score - attainment bands which have replaced the former APS score.**
- **VCOP – this is an abbreviation we use to remind children to use Vocabulary, Connectives, Openers and Punctuation.** The level of VCOP used is determined by year group and children’s ability.
- **WIIFM – this is an abbreviation for ‘What’s in it for me?’. All of our lessons are planned so as to be relevant to the children.**