

Trinity Partnership SDP Priority Index 2019-2020

Context of Priorities

The Trinity Partnership comprises of 3 Norfolk village primary schools who have been together for around 4 years: The Norman, Duchy of Lancaster and Weeting. All schools converted to academy status approximately 4 years ago. The partnership underwent some challenging circumstances in 2018-19. A new executive headteacher was appointed in September 2018, however he resigned in spring 2019. The executive deputy headteacher resigned in summer 2019. Outcomes for all three schools tended to be below average, e.g. KS2 combined results were: Duchy 50%, Norman 11% Weeting 29%.

To strengthen the school's leadership, the Diocese of Ely Multi-Academy Trust appointed a consultant headteacher to provide leadership across the Trinity Partnership at the beginning of the summer term, alongside support from the Trust's shared services team, as well school to school support. The DEMAT School Improvement Director was then appointed executive headteacher of the Trinity Partnership to start in September 2019, following a number of transition days including staff training.

The Ofsted Inspection of Weeting (May 2019) acknowledged the recent improvements in leadership, stating that *'Leaders are now taking the correct action to bring about improvement. However, it is too early for the full impact to be seen, partly because the roles of middle leaders are underdeveloped.'* The development of middle leaders continues to be a priority both for curriculum development, and to improve the quality of teaching to the standard of the best teachers in the Partnership.

Monitoring over time has shown inconsistencies in the quality of teaching, and variable expectations for pupils. Increasing rigor, pace and expectation for all pupils, including the most able, is a priority for raising levels of attainment so that pupils achieve their best.

The partnership in the process of developing a sequenced curriculum which enables pupils to be taught all programmes of study, strongly promotes reading, writing and vocabulary development, and provides opportunities for pupils to experiences and skills beyond the curriculum to prepare them for life in modern Britain.

The partnership is establishing a distinctive Christian vision and values to underpin all aspects of school life.

Priorities for school improvement are organised into three areas:

- Curriculum
- Expectation
- Vision

Priority One

Curriculum

To construct and deliver an ambitious curriculum that is planned and sequenced to meet the needs of all pupils, enabling growth and success across all subjects.

The objectives to achieve this:

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| 1.1 | Plan and sequence a school curriculum, including all programmes of study, to enable pupils to make strong progress across all subjects. |
| 1.2 | Provide opportunities for all pupils to develop knowledge and cultural capital beyond the curriculum. |
| 1.3 | Ensure teachers develop pupils' reading, writing and vocabulary across the curriculum in all subjects. |
| 1.4 | Improve progress in mathematics by ensuring that pupils become fluent in the fundamentals of maths including frequent practice and solving problems. |

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| 1.5 | Develop curriculum leadership across the partnership to drive improvement in their areas of responsibility. |
| 1.6 | Ensure assessment is accurate and used effectively to enable strong pupil progress. |

Priority Two

Expectation

Adults have a rigorous approach to teaching, learning and assessment, and consistently high expectations for pupils' outcomes and learning behaviour.

The objectives to achieve this:

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| 2.1 | Ensure that all teachers have sufficiently high expectations as to what pupils should be achieving, including the most able. |
| 2.2 | Ensure adults monitor pupil outcomes and provide feedback during lessons. |
| 2.3 | Improve the consistency of good or better teaching across the partnership. |
| 2.4 | Develop an inspiring environment which promotes and celebrates pupils' learning. |
| 2.5 | Improve the consistency and quality of teaching and learning across the EYFS. |

Priority Three

Vision

To develop and establish a distinctive Christian vision to increase community engagement and enable all pupils to flourish.

The objectives to achieve this:

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| 3.1 | Support staff and governors in developing their understanding of our Christian vision and values, and church school distinctiveness. |
| 3.2 | Embed the partnership of three schools working together to strengthen and develop governors, school leaders and teachers, and improve pupil outcomes. |
| 3.3 | Increase partnership and engagement with parents, the church and the wider community. |
| 3.4 | Plan and implement an R.E curriculum which reflects the values of the partnership, develops a deeper understanding of religions and promotes tolerance and respect. |
| 3.5 | Ensure that Collective Worship engages creatively with the school's vision and values, celebrates difference and encourages respect and dignity. |

School Development Plan 2019-2020

| Priority Number | Objective | Actions | Expected Outcomes | Timeline | Cost/Time | Monitoring (What/Who) | Evaluation |
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| 1.1 | Plan and sequence a school curriculum, including all programmes of study, to enable pupils to make strong progress across all subjects. | <ul style="list-style-type: none"> - Develop and agree curriculum rationale with staff. - Rewrite curriculum overview with staff - Implement reading as the cornerstone of the curriculum. | <ul style="list-style-type: none"> - Teachers develop pupils' reading, writing and vocabulary across the curriculum in all subjects. - Pupils are taught all programmes of study from the national curriculum and make at least expected progress. - A range of fiction and non-fiction texts are shared and taught to pupils explicitly, as well as being used to support cross-curricular learning. The texts are celebrated and displayed to promote a love of reading. | <p><u>Autumn</u> Staff agree rationale and plan curriculum overview.</p> <p><u>Spring</u> Effectiveness of curriculum is reviewed through monitoring.</p> <p><u>Summer</u> Pupils make strong progress across the curriculum.</p> | <p>1 part of INSET day.</p> <p>1 full INSET day for all staff.</p> <p>Regular Monitoring</p> | <p>OR- INSET</p> <p>OR- T&L monitoring</p> <p>Sub leaders- Curriculum monitoring</p> | |
| 1.2 | Provide opportunities for all pupils to develop knowledge and cultural capital beyond the curriculum. | <p>Opportunities are provided beyond the national curriculum including:</p> <ul style="list-style-type: none"> - Visits - Visitors | <p>Pupils are provided with opportunities beyond the national curriculum to develop high aspirations, knowledge and</p> | <p><u>Autumn</u> Staff plan topics, texts, visits and visitors in curriculum overview. Links made with high school</p> | <p>1 part of INSET day.</p> <p>1 full INSET day for all staff.</p> | <p>OR- INSET</p> <p>OR- T&L monitoring</p> <p>Sub leaders-</p> | |



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| | | <ul style="list-style-type: none"> - Multi-culturalism - PSHE opportunities - Reading opportunities - Performance - Cross curricular themes - Clubs and competitions | <p>cultural capital across and beyond the curriculum and lifelong learning skills</p> | <p>including teaching opportunities e.g. languages.</p> <p>Sports competitions for all three schools.</p> <p><u>Spring/ Summer</u> Transition is planned and implemented including t high school. Evaluation and future planning.</p> | <p>Regular Monitoring</p> <p>Visitors- curriculum budget</p> <p>Visits- parental contribution</p> | <p>Curriculum monitoring</p> <p>KG- sports events</p> | |
| 1.3 | <p>Ensure teachers develop pupils' reading, writing and vocabulary across the curriculum in all subjects.</p> | <ul style="list-style-type: none"> - At least 30 minutes per day is allocated to the teaching of reading including phonics and whole class reading. - Appropriate and challenging vocabulary is taught and used across the curriculum. - Opportunities for cross curricular writing are provided across the curriculum. | <ul style="list-style-type: none"> - Reading results in KS1 and KS2 either improve from the previous year or are in line with national. - Pupils' developing vocabulary is evidenced in lessons and books. - Expectations and outcomes for writing show parity across pupils' English and topic books (work scrutiny). | <p><u>Autumn</u> Staff plan fiction and non-fiction class texts in curriculum overview.</p> <p>Expectations for cross-curricular writing are clear.</p> <p>Class planning included key vocabulary.</p> <p><u>Spring</u> Talk for Writing Training completed.</p> <p>Higher expectations for reading and</p> | <p>1 part of INSET day.</p> <p>1 full INSET day for all staff.</p> <p>Regular monitoring (Work Plan) including half termly observations and work scrutiny (OR/ SLT). 30 mins per day timetable</p> | <p>OR- INSET</p> <p>OR- T&L monitoring</p> <p>Sub leaders- Curriculum monitoring</p> <p>AF- English monitoring</p> <p>AF- Talk for Writing training</p> | |

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| | | | | <p>writing across the curriculum.</p> <p><u>Summer</u> Reading and writing results improve from previous year.</p> | <p>Class reading books on request (£200)</p> | | |
| 1.4 | <p>Improve progress in mathematics by ensuring that pupils become fluent in the fundamentals of maths including frequent practice and solving problems.</p> | <ul style="list-style-type: none"> - All pupils are appropriately challenged in all parts of maths lessons. - Adults monitor pupil for pace, challenge and misconceptions and intervene quickly. - Pupils regularly learn and revisit number facts - Mathematical reasoning is regularly taught. | <ul style="list-style-type: none"> - Maths results in KS1 and KS2 either improve from the previous year or are in line with national. - Pupils' rapid recall of multiplication facts increases (tables tests). - Pupils are regularly exposed to reasoning and develop knowledge and skills (books). | <p><u>Autumn</u> Teaching Essentials communicate expectations for monitoring and assessment for learning in lessons.</p> <p><u>Spring</u> Monitoring shows high expectations, pace and misconceptions addressed to enable progress. Mental maths skills improve.</p> <p><u>Summer</u> maths results improve from previous year.</p> | <p>Regular monitoring (Work Plan) including half termly observations and work scrutiny (OR/SLT).</p> | <p>OR- T&L monitoring</p> <p>SLT/ maths lead- book monitoring</p> <p>Maths lead- curriculum monitoring</p> | |
| 1.5 | <p>Develop curriculum leadership across the partnership to drive improvement in their areas of responsibility.</p> | <ul style="list-style-type: none"> - All subjects are given a curriculum leader. - subject leaders monitor their subjects and support staff to improve. | <p>Newly appointed curriculum leaders develop and carry out curriculum action plans for monitoring and improving provision.</p> | <p><u>Autumn</u> Subject leaders are appointed (PDM). Action plans are devised.</p> <p><u>Spring</u></p> | <p>Staff PDM 25 Sept (1 hr)</p> <p>2 hrs leadership release per full time</p> | <p>OR- PDM lead</p> <p>Subject leads</p> | |



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| | | | | <p>Subject leaders understand what is taught in their curriculum and begin to monitor and support.</p> <p><u>Summer</u> Subject leaders identify improvements made and next steps.</p> | <p>teacher every half term (8 hrs per half term per school) HLTA cover</p> | | |
| 1.6 | <p>Ensure assessment is accurate and used effectively to enable strong pupil progress.</p> | <p>- Teachers use Pupil Asset multi-ticks to ensure coverage and assess units of work. - Teacher assessment is triangulated through internal and external moderation, and testing.</p> | <p>- Attainment improves during the year because under-performing pupils are identified and supported. - Moderation and triangulation show increasingly accurate assessment.</p> | <p><u>Autumn</u> Teachers use Pupil Asset to assess programmes of study in reading, writing and maths, and point in time attainment.</p> <p><u>Spring</u> Moderation is used to increase the accuracy of assessment.</p> <p><u>Summer</u> Assessment is used to improve in-year pupil progress.</p> | <p>Teachers-directed time (i.e. instead of PDM) once per half term.</p> <p>Directed time for mderation.</p> | <p>OR- monitor Pupil Asset input</p> | |
| 2.1 | <p>Ensure that all teachers have sufficiently high expectations as to what pupils should be</p> | <p>- Teaching Essentials (non-negotiables) include high expectations for quantity, quality of</p> | <p>Monitoring of teaching and learning over time shows increased expectations for all</p> | <p><u>Autumn</u> Teaching Essentials shared with staff.</p> <p><u>Spring</u></p> | <p>Regular monitoring (Work Plan) including half termly observations</p> | <p>OR- Teaching Essentials</p> <p>OR- half termly observations</p> | |



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| | achieving, including the most able. | work and presentation. - Teaching observations include focus on challenge for more able. | pupils including the most able. | Ongoing monitoring and feedback is having a positive impact on the quality of teaching. <u>Summer</u> Higher attainers make at least expected progress, with most of those who have fallen behind making accelerated progress. | and work scrutiny (OR/SLT). | | |
| 2.2 | Ensure adults monitor pupil outcomes and provide feedback during lessons. | - Teaching Expectations include monitoring and feedback in lesson including for challenge. - teaching observations include focus on monitoring and feedback in lessons. | Monitoring of teaching and learning over time shows an increase in monitoring and feedback e.g. when work is too easy or hard. This is evidenced in books e.g. purple pen. | <u>Autumn</u> Teaching Essentials shared with staff. <u>Spring</u> Ongoing monitoring and feedback is having a positive impact on the quality of teaching. <u>Summer</u> The quality of teaching has improved, and books show better progress because of monitoring and feedback in lessons. | Regular monitoring (Work Plan) including half termly observations and work scrutiny (OR/SLT). | OR- Teaching Essentials OR- half termly observations | |
| 2.3 | Improve the consistency of good or | - Create Work Plan to ensure regular monitoring and | - Observations forms show monitoring over time is rigorous across | <u>Autumn</u> Teaching Essentials shared with staff. | Regular monitoring (Work Plan) | OR- Teaching Essentials | |



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| | better teaching across the partnership. | feedback of teaching, learning, and books. Work with NLEs to support teachers with planning and delivery. - Share good practice within the partnership. | all 3 schools. Areas identified for improvement are addressed. - NLEs and good teachers in the partnership share good practice to improve teaching over time. | NLE support starts. <u>Spring</u> Ongoing monitoring and feedback is having a positive impact on the quality of teaching. <u>Summer</u> The quality of teaching has improved, and books show better progress because of monitoring and feedback in lessons. | including half termly observations and work scrutiny (OR/SLT). NLE 2 x visits (funded) NLE training programme Curriculum actin plans | OR- half termly observations Subject Leaders | |
| 2.4 | Develop an inspiring environment which promotes and celebrates pupils' learning. | - Move The Norman pre-school into more suitable setting. - establish new library. - clarify Working Wall expectations in Teaching Essentials. - Raise expectations for tidy environments and celebration of learning.. | - Pupils in The Norman pre-school benefit from an exciting, enabling environment. - Staff follow 'T&L Essentials' expectation for working walls. Environments are tidy. - Attractive displays promote and celebrate learning. | <u>Autumn</u> Norman pre-school and new library move. Indoor and outdoor environment is tidy. Working walls in place. Display reflecting learning and achievements. <u>Spring/ Summer</u> Working walls are being used regularly to support interaction and visual learning. Environments are inspirational. | 1 day premises move. Ongoing time for learning environment. | Norman premises move: Caretaker OR, CH, AF Class environments-ongoing monitoring by OR, JH, AF. | |



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| 2.5 | <p>Improve the consistency and quality of teaching and learning across the EYFS.</p> | <ul style="list-style-type: none"> - Improve the quality of the outdoor learning environments - Plan for daily guided reading and phonics teaching. - Improve the quality of maths teaching and learning, with a specific focus on number. - Increase parental participation in children's learning - Improve the consistency and accuracy in the assessment of children's knowledge and learning. | <ul style="list-style-type: none"> - Outdoor environments are attractive, well planned and enable learning across the curriculum. - class reading and phonics planning enable more focused and consistent teaching and pupil outcomes. - More focused number teaching has a positive impact on progress. - Parents are supporting children's learning more effectively at home. - Assessment information is used to plan a coherent and sequenced curriculum. | <p><u>Autumn</u> Environments are consistent in all 3 schools and enable learning across the curriculum. Planning in place for number reading and phonics. Systems in place to promote parental support at home.</p> <p><u>Spring/ Summer</u> Monitoring and feedback from EYFS lead is used to identify areas for development.</p> | <p>EYFS curriculum Action Plan</p> <p>EYFS monitoring</p> <p>Half termly observations</p> | <p>JH (EYFS lead)</p> <p>OR- half termly observations</p> | |
| 3.1 | <p>Support staff and governors in developing their understanding of our Christian vision and values, and church school distinctiveness.</p> | <ul style="list-style-type: none"> - Arrange governor training in Christian vision and SIAMS preparation. Deliver staff INSET training on the vision. - visually promote the Vision e.g. by using on all correspondence | <ul style="list-style-type: none"> - Governors develop a better understanding of church school distinctiveness and the partnership vision. - Parents and the wider community are aware of the vision and its importance. | <p><u>Autumn</u> Governor training in SIAMS and Christian Distinctiveness. Staff INSET on vision.</p> <p><u>Spring/ Summer</u> Pupil voice/ parent forum on</p> | <p>1 hour governor training 5 Sept 2019</p> | <p>OR- arrange training; communicate vision. C Vinnall (DBE)- trainer</p> | |

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| | | | | understanding and impact of vision. | | | |
| 3.2 | Embed the partnership of three schools working together to strengthen and develop governors, school leaders and teachers, and improve pupil outcomes. | <ul style="list-style-type: none"> - Build the vision around the strength of the partnership. - Staff professional development meetings include all three schools. - Establish weekly newsletter for the partnership. | <ul style="list-style-type: none"> - The vision embodies the strength and unity of three schools working as one. - Shared PDMs enable better consistency and a strategic focus. - Newsletter improves communication and promotes the partnership. | <u>Autumn</u> Staff INSET on vision. Work Plan including partnership staff meetings (PDMs). Weekly newsletter from the outset including school improvement, pupil achievement, attendance and dates. | 1 part of INSET day. 1 hour governor training 5 Sept 2019 PDMs- 3 x per half term | OR- INSET lead. C Vinnall (DBE)- trainer Curriculum leads | |
| 3.3 | Increase partnership and engagement with parents, the church and the wider community. | <ul style="list-style-type: none"> - Establish productive relationship with clergy. - Further develop parental relationships and communication. | <ul style="list-style-type: none"> - clergy visit all three schools including leading collective worship. - Increased communication and parent meetings contribute positively to parental relationships. | <u>Autumn</u> Meeting with local clergy to discuss community events and visits for worship. Termly Parents' Forum. <u>Spring/ Summer</u> Clergy visits, community/ church events and Parents Forum are established and improve community partnership. | Clergy meetings in autumn x3 Parent Form Meetings termly per school. | OR | |
| 3.4 | Plan and implement a curriculum which reflects the values of the partnership, develops a deeper understanding of | <ul style="list-style-type: none"> - Plan long term R.E. overview incorporating Understanding Christianity and other faiths. | Pupils develop a wider understanding of Christianity and other faiths, multicultural awareness an mutual respect. | <u>Autumn</u> Staff plan long term R.E. overview incorporating Understanding | 1 part of INSET day. 1 full INSET day for all staff. | OR- INSET OR- T&L monitoring Sub leaders- | |



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| | religions and promotes tolerance and respect. | <ul style="list-style-type: none"> - Ensure PSHE curriculum includes tolerance and respect. - Promote new school rules: Respectful, Ready, Safe. | | <p>Christianity and other faiths.</p> <p><u>Spring/ Summer</u> RE Monitoring identifies strengths and areas to develop including promoting tolerance and respect.</p> | Regular Monitoring | Curriculum monitoring JL/AF RE monitoring | |
| 3.5 | Ensure that Collective Worship engages creatively with the school's vision and values, celebrates difference and encourages respect and dignity. | <ul style="list-style-type: none"> - Monitor Collective Worship and feedback to increase consistency between schools. - Develop Worship Policy to reflect the school vision and promote mutual respect. | Daily Collective Worship is central to pupils spiritual and moral development and well-being. It is led consistently and in line with school policy. | <p><u>Autumn</u> Devise and share 'Collective Worship Essentials with staff. Produce collective worship policy.</p> <p><u>Spring/ Summer</u> Monitor worship and provide developmental feedback.</p> | 1 x PDM- Collective Worship Essentials Collective Worship Policy (2 hrs) | AF/ JH | |