

School Development Plan Priorities 2020-21

Context

The Trinity Partnership comprises of 3 Norfolk Church of England primary academies within the Diocese of Ely Multi-Academy Trust who have been together for around 5 years: The Norman, Duchy of Lancaster and Weeting. Following a period of challenging circumstances in 2018-19, the executive headteacher was appointed by the trust in September 2019. Published attainment outcomes in 2018-19 were generally below or well below average. Teacher assessment in spring 2020 (before lockdown) showed that pupils were on track to improve. However, we are aware that some pupils have had historic gaps in their learning, and pupil progress has much more variable over the period of lockdown in 2020.

Since September 2019, teachers and leaders have been 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. We have also developed a distinctive Christian vision which should underpin all aspects of school life. The SDP priorities are organised into the three areas of curriculum, expectation and vision.

The Ofsted inspection at The Norman in October 2019 recognised the rapid improvements made within two months, reporting that *that 'Leaders have high expectations of staff and pupils. They are clear about what they need to do to raise standards in all subjects. Staff agree with the changes that leaders have made'*

Monitoring and feedback has been regular and rigorous, based around school improvement priorities and our 'Teaching and Learning Essentials'. Monitoring over time has shown clear improvements in the quality of teaching, much more consistency across the partnership and raised expectations for pupils.

Following partial re-opening during lockdown in the summer term, all three schools have fully reopened in September 2020 with robust risk assessments in pace which are reviewed regularly, and a remote learning contingency plan (see *Autumn Term Plan*). Some SDP objectives address additional challenges related to lockdown, including the need for a significant proportion of pupils to catch up on basic knowledge and skills, and provision for social, emotional and mental health.

Priority One

Curriculum

Address significant gaps in pupils' knowledge with the aim of resuming full normal curriculum content by summer term.

Objectives

1.1	Carry out assessment of starting points and regular formative assessment including marking and feedback.
1.2	Provide daily grammar, punctuation and spelling, and class reading.
1.3	Develop automaticity in mathematical facts such as number bonds and times tables.
1.4	Embed daily phonics teaching in EYFS and KS1 and the introduction of the Sounds-Write scheme, initially into EYFS.
1.5	Support disadvantaged pupils in closing their gaps in learning.
1.6	Use ICT effectively to deliver the computing curriculum and support other subjects.
1.7	Continue to improve the school curriculum overview and reintegrating the full curriculum .

Priority Two

Expectation

Set high expectations which inspire, motivate and challenge all pupils in an enabling environment.

Objectives

2.1	Embed what good behaviour looks like through the school rules: Respectful; Ready Safe
2.2	Stretch and challenge all pupils of all abilities, including those with SEND, and all backgrounds
2.3	Create a stimulating environment which supports and promotes learning and mutual respect.

Priority Three

Vision

Embed our Christian vision and values to enable all pupils to flourish.

Objectives

3.1	Support the emotional and spiritual well-being and mental health of staff, parents and pupils.
3.2	Increase partnership and engagement with parents, the church and the wider community.
3.3	Implement our new R.E curriculum which reflects the values of the partnership, develops a deeper understanding of religions and promotes tolerance and respect.
3.4	Ensure that Collective Worship engages creatively with the school's vision and values, celebrates difference and encourages respect and dignity.

School Development Plan 2020-2021

Objective	Actions	Success Criteria	Timescale	Resources	Monitoring	Leaders	Evaluation
1.1 Carry out assessment of starting points and regular formative assessment including marking and feedback.	Carry out DEMAT assessments in reading fluency, mathematics and writing and use gap analysis to inform planning.	Results and analysis are used to inform accurate assessments in reading, writing and maths, and inform teaching.	Autumn A Half Term	Headstart tests: Number & Place Value; Addition and Subtraction. Dibels Reading fluency tests. DEMAT writing assessments. Staff PDM.	Collect, analyse and submit data	O Rhodes A Fisher	
	Pilot the 2021 statutory framework for EYFS baseline assessment in addition to tapestry baselines.	EYFS baselines are accurate and use to inform planning and teaching, and target setting.	Autumn	EYFS Framework 2021; Tapestry	EYFS leader monitoring (<i>Action Plan</i>)	J Hardie	
	Review Pupil Asset Point in Time using multi-ticks and update half termly.	Pupil Asset assessments are accurate following review, and used to track progress.	Autumn A Half Term	Pupil Asset	Monitor and report on Pupil Asset data half termly	O Rhodes A Fisher	

	Adults monitor pupil progress in lessons to give verbal and written feedback, make adjustments to pitch where necessary	Lesson observations and work scrutiny show that pupils progress well because of effective monitoring and feedback in lessons.	End of Autumn term and Ongoing	Trinity 'Teaching & Learning Essentials'	Half termly lesson obs and feedback	O Rhodes	
1.2 Provide daily grammar, punctuation and spelling, and class reading.	GPS is taught discreetly outside of English lessons as well as during the process of teaching writing within lessons. Further additional spelling and handwriting is carried out at start of day.	The teaching of grammar and punctuation to support writing is consistent and appropriately pitched throughout each school resulting in better progress in writing.	End of Autumn term	School Curriculum Overview	Half Termly Work Scrutiny	O Rhodes A Fisher	
	Progression in Writing policy (including grammar, punctuation, sentences and vocabulary) is developed for each year group and used for staff CPD.	The teaching of grammar and punctuation to support writing is consistent and appropriately pitched throughout each school resulting in better progress in writing. Staff knowledge increases as a result of the	Staff PDM November	1 day policy development. 30 mins staff PDM	Half termly lesson obs and work scrutiny	A Fisher	

		policy and related CPD.					
1.3 Develop automaticity in mathematical facts such as number bonds and times tables.	Mental maths, including mathematical facts and times tables, is taught discreetly outside of maths lessons as well as during the process of teaching maths.	Pupils develop a better understanding of number and calculation because their knowledge is supported by a greater automatic recall of mathematical facts.	Staff PDM November	15 mins per day (after lunch)	Subject leader monitoring (<i>Action Plan</i>)	T Coote	
	Progression in Calculations policy is developed for each year group and used for staff CPD.	The teaching of calculation is consistent and appropriately pitched throughout each school resulting in better progress in writing. Staff knowledge increases as a result of the policy and related CPD.	Staff PDM November	1 day policy development. 30 mins staff PDM	Subject leader monitoring (<i>Action Plan</i>)	T Coote	
1.4 Embed daily phonics teaching in EYFS and KS1 and the introduction of the Sounds-Write scheme, initially into EYFS.	Introduce new phonics programme 'Sounds Write', initially in EYFS, then KS1, and in the longer term, KS2.	Teachers receive training to deliver the programme effectively. Pupils benefit from phonics programme where reading and	October-Parents' sessions. Nov-Dec-Start Sounds	Sounds Write training programme (3 teachers) summer 2020	EYFS team meetings and supportive visits	J Hardie	

		writing are inter-linked, having a long term impact across the schools.	Write daily Phonics.	INSET presentation September Staff training October			
	Carry out phonics screening check in autumn term for Y2 pupils.	Accurate phonics screening data is used to track pupils and support learning.	November - carry out Y1 phonics screening checks for Y2 pupils.	National Phonics Screening Checks	Published results	J Hardie	
1.5 Support disadvantaged pupils in closing their gaps in learning.	Support the learning and development of language through staff training, high quality provision and intervention.	A significant proportion of PP pupils, particularly in EYFS, rapidly develop language skills to support their learning.	Sept- Nov 2020 Elklan staff training (external) Sept 2020 INSET Sept 2020 Assess- ments Oct 2020 Pro- gramme starts	Elklan staff training for EYFS Welcom staff training and resources.	Spring Term TA observations (CH) Termly Welcom assessment	C Hague	

	Disadvantaged pupils engage confidently and enthusiastically in whole class reading.	Disadvantaged pupils further develop a love of reading, and demonstrate progress in vocab and language through writing.	Reading Curriculum developed Sept 2020	INSET curriculum overview Sept 2020	Half termly class reading work scrutiny includes PP.	O Rhodes A Fisher C Hague	
1.6 Use ICT effectively to deliver the computing curriculum and support other subjects.	Deliver the new Computing curriculum effectively across all year groups	All pupils access all programmes of study in computing to develop essential vocational and life skills.	September	15 laptops per school.	Half termly work scrutiny and subject leader drop ins.	O Rhodes K Neech	
	Allocate a whole day per class to use the new sets of laptops to enable cross-curriculum work as well as keeping equipment sanitised between bubbles.	Computers are used regularly and safely by all pupils to access the computing curriculum, and use ICT to support cross-curricular learning.	September	15 laptops per school.	Subject leader monitoring (<i>Action Plan</i>)	O Rhodes K Neech	
1.7 Continue to improve the school curriculum overview and reintegrating the full curriculum.	Subject leaders review the school curriculum overview for full coverage of programmes of study and sequencing to enable progression, and begin to develop	The partnership provides a planned sequence of learning to ensure pupils make strong progress and are ready for the next stage of their education.	September to July; reviewed monthly.	Subject leader time ½ per half term	Curriculum updated submitted to headteacher for review.	O Rhodes	

	medium term planning objectives.						
2.1 Develop and Embed 'What good behaviour looks like' through the school rules: Respectful; Ready Safe	Develop 'What Good Behaviour Looks Like' document to illustrate the school rules in practice, share with staff, parents and pupils, and use as reference.	Staff, parents and pupils are familiar with the expectations and reasoning of the school's behaviour document. Behaviour issues are addressed with more consistency and a shared understanding.	September	INSET presentation September	Pupil Asset Behaviour Records monitored half termly	C Hague	
2.2 Stretch and challenge all pupils including those with SEND.	Introduce and embed Rapid Reading intervention for identified pupils.	Pupils with SEND or reading age significantly below ARE, close their reading attainment gap.	Interventions in place by Oct 2020.	Rapid Reading scheme.	TAs to keep records which will be monitored by CH.	C Hague	
	Identify emerging speech and language needs (EYFS/ KS1) and provide high quality support using Welcom.	Pupils received timely support with early speech and language development, enabling them to catch up more quickly, and have better access to the curriculum.	Sept 2020 INSET Sept 2020 Assessments Oct 2020 Programme	Welcom staff training and resources.	Termly Welcom assessment	C Hague	

2.3 Create a stimulating environment which supports and promotes learning and mutual respect.	Embed 'Teaching and Learning Essentials' through staff training, monitoring and feedback.	Pupils are motivated, embrace challenge, and grow into life-long learners.	Autumn Term	Teaching and Learning Essentials	Half termly lesson obs and feedback	O Rhodes	
3.1 Support the emotional and spiritual well-being and mental health of staff, parents and pupils.	Prioritise curriculum time for PSHE for all pupils upon their return to school, particularly as part of their reintegration in the first week.	Pupils feel safe, happy and confident in their transition back to school following lock down.	Autumn Term	Update PSHE School Curriculum Overview	Subject leader monitoring (<i>Action Plan</i>)	F Housden	
	Carry out part time induction into EYFS over the first two weeks, and plan induction activities.	Missed transition sessions in the summer term are compensated by well-paced transition into EYFS in September. Pupils are well orientated into their new school, feeling safe, cared for, and growing in confidence.	September	Transition planning and timetables	EYFS teacher meetings	J Hardie	
	Plan therapeutic one to one and group sessions for identified individuals and groups, e.g. Thrive.	Provision pupils with social, emotional or mental health needs, is personalised, sensitive and has a	September to July	Planned hours for Thrive or SEMH support.	SENCO to monitor the impact of support	C Hague	

		benefit on their mental health and wellbeing.		Thrive training			
	Promote Employee Assist helpline and mental health first aiders for staff, and introduce mental health standing item for SLT meetings.	Staff feel their mental health needs are recognised and taken seriously, with resources provided and adjustments made where necessary.	September to July	Employee Assist (DEMAT subscription) Mental Health First Aid training	Employee Assist anon data	C Hague	
3.2 Increase partnership and engagement with parents, the church and the wider community.	Develop existing and form new partnerships with the church and seek to engage creatively where there are restrictions, e.g. through technology.	The Trinity Partnership continues to engage across schools, churches and communicates as a distinctly Christian organisation.	Autumn term	Clergy: Rev'd Joan Horan (Northwold/ Weeting) New clergy (Methwold)	SIAMS Self Evaluation	O Rhodes J Hardie	
	Ensure regular and clear communication with parents, e.g. through email, doo and newsletters, including COVID 19 updates.	Parents feel well informed by regular communication, and up to date with national and school COVID requirements.	September to July	Weekly Newsletter Dojo	Parent Questionnaires (autumn & spring)	O Rhodes	
3.3 Implement our new R.E curriculum which reflects the values of	Deliver good quality R.E. through new school curriculum across all classes.	Pupils benefit from our R.E education, developing spiritual awareness and	Autumn Term	RE curriculum planning	SLT Work Scrutiny	J Hardie	

the partnership, develops a deeper understanding of religions and promotes tolerance and respect.		reflection as well as a knowledge and understanding of faith.			Subject leader monitoring (<i>Action Plan</i>)		
3.4 Ensure that Collective Worship engages creatively with the school's vision and values, celebrates difference and encourages respect and dignity.	Deliver daily Collective Worship in class due to COVID restrictions, following the partnership's Worship Essentials, and planning.	Children enjoy and value their daily class Collective Worship experiences. They are keen to participate, e.g. through readings, discussions or answering questions.	Class Collective Worship (autumn term then to be reviewed)	15 mins daily class collective worship	Collective worship monitoring	J Hardie	