

### 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 *‘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	
<u>Expectation</u> 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	
<u>Vision</u> 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 May 2021
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	DEMAT assessments in reading fluency, mathematics and writing have been carried out in all schools and are being used to measure progress at different points in the year, as well as to inform Point in time teacher assessment.
	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	The new EYFS baseline has been piloted across all three schools and used to produce accurate baseline scored to inform assessment and progress.
	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	Pupil Progress Meetings have been carried out with all classes to evaluate Point in Time Attainment and compare to starting point as well as attainment pre-lockdown. Pupils are targeted to catch up where possible with interventions planned

							where necessary. Pupil Asset attainment I updated half termly.
	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	Lesson observations and work scrutiny have shown consistency in adults monitoring learning and using ongoing assessment to provide verbal and written feedback. Pupils are producing written responses to feedback, including editing and carrying out corrections.
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	Work scrutiny is showing regular teaching of grammar and punctuation, often in relation to the writing genre being taught. GPS is not always taught outside of the English lesson due to time restrictions.
	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 PDM November	1 day policy development. 30 mins staff PDM	Half termly lesson obs and work scrutiny	A Fisher	Progression in Writing (or sentencing) is currently underway and to be completed by September 2021.

		Staff knowledge increases as a result of the 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	Mental maths including automatic recall of facts is being regularly taught in addition to daily maths lessons to develop pupils' confidence and automaticity knowledge.
	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	Progression in Calculations has been completed and undergone staff consultation.
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 writing are inter-linked, having a long term impact across the schools.	October-Parents' sessions. Nov-Dec-Start Sounds Write daily Phonics.	Sounds Write training programme (3 teachers) summer 2020  INSET presentation September	EYFS team meetings and supportive visits	J Hardie	Sounds Write training has been delivered to all teachers in Reception and KS1, and is starting to be carried out by Y3-4 teachers. Although the training was lengthy and challenging, feedback from the staff taking part has been overwhelmingly positive. Monitoring has

				Staff training October			shown a clearly positive impact in the classrooms.
	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	Phonics screening checks were carried out for Y2 pupils in Autumn 2019 (having missed Y1 checks due to first lockdown). <u>Results</u> Duchy: 81% Weeting: 71% Norman: 57% National 2019: 82%
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 Assessments Oct 2020 Programme starts	Elklan staff training for EYFS Welcom staff training and resources.	Spring Term TA observations (CH) Termly Welcom assessment	C Hague	At least one staff member in each EYFS setting has completed Elklan 3-5 EYFS specific training. All staff have received training on Wellcomm intervention and assessment. Progress in speech and language is carefully tracked and impact of wellcomm can be seen via assessment with many children making accelerated progress in that area. For children that have not made accelerated progress this has flagged an SEN need and referrals to speech and language therapists have been

							made. This has enabled us to identify Sen need early and to catch up our disadvantaged pupils Spring term observations were done remotely and it was clear that speech and language was still a focus and wellcomm activities were being set and monitored remotely. TA observations were rescheduled for Summer term – Weeting has been completed and language and questioning was a strength. Norman Tas will be done 21/05/21 and Duchy on 27/05/21
	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	Monitoring has focused on PP pupils to identify and intervene where they have fallen behind (e.g. during lockdown). Half termly work scrutiny always includes PP book samples from PP pupils and PP pupils are identified in PPM meetings. A proportion of PP pupils have fallen behind in reading and writing during the year

							and are being targeted to catch up. Catch up programmes such as rapid reading have shown great potential and some children have made over 1 years progress in just a few months – Salford scores evidence this. In all three schools the attainment gap in reading for pp verses non-pp has closed significantly.
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	Staff have been surveyed about ICT confidence. The long term ICT overview has been reviewed and updated to be accessible to teacher whilst covering the programmes of study. New laptops have been purchased in each school and are being used more regularly now, although ICT was not fully delivered during lockdown. Medium term planning is currently being undertaken during by the subject leader.

	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	Classes have been accessing banks of laptops on a weekly basis, and adhering to COVID procedures.
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 medium term planning objectives.	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	The school curriculum overview has been reviewed and updated throughout the year by subject leaders. The overview covers all programmes of study, features related fiction and non-fiction texts for daily class reading, and shows sequenced objectives over time. Whiles some subjects, e.g. history and geography are still be reviewed in terms of long term planning, following subject leader training in PKC, the next step is to produce medium term planning n all subjects to support consistent teaching and teacher subject knowledge.

<p>2.1 Develop and Embed 'What good behaviour looks like' through the school rules: Respectful; Ready Safe</p>	<p>Develop 'What Good Behaviour Looks Like' document to illustrate the school rules in practice, share with staff, parents and pupils, and use as reference.</p>	<p>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.</p>	<p>September</p>	<p>INSET presentation September</p>	<p>Pupil Asset Behaviour Records monitored half termly</p>	<p>C Hague</p>	<p>'What Good Behaviour Looks Like' has been completed and sent for staff consultation, and has been shared with pupils and parents. It is used as a reference to enable more a more consistent rationale for behaviour expectations.</p>
<p>2.2 Stretch and challenge all pupils including those with SEND.</p>	<p>Introduce and embed Rapid Reading intervention for identified pupils.</p>	<p>Pupils with SEND or reading age significantly below ARE, close their reading attainment gap.</p>	<p>Interventions in place by Oct 2020.</p>	<p>Rapid Reading scheme.</p>	<p>TAs to keep records which will be monitored by CH.</p>	<p>C Hague</p>	<p>Rapid Reading interventions have been introduced across all schools. The impact has been monitored and some children have made over 1 years progress in just a few months – Salford scores evidence this. In all three schools the attainment gap in reading for pp verses non-pp has closed significantly.</p>

	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 Assess-ments Oct 2020 Pro-gramme	Welcom staff training and resources.	Termly Welcom assessment	C Hague	Wellcomm training has been delivered to staff in EYFS/ KS1 across all schools. Wellcomm interventions for identified pupil are now in place. Monitoring of wellcomm assessments show that there has been a significant increase in speech and language attainment across pp and those with an SEN S&L need have been able to be identified early and referrals made.
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	Teaching and Learning Essentials are fully embedded with teaching staff aware of expectations and demonstrating these during observations. These should be reviewed and updated next year with more of a focus on curriculum progression.
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	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	Pupils were provided with additional PSHE following lockdown to support them with any anxieties around

	reintegration in the first week.						returning to school. Additionally, the PSHE curriculum has been updated in line with the Cambs PSHE scheme, and staff have received additional guidance on SRE including parental communications for each class.
	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	Transition into EYFS enabled pupils to settle very quickly into their new schools. Additionally, EYFS class sizes were smaller with no mixed Y1 intake.
	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 benefit on their mental health and wellbeing.	September to July	Planned hours for Thrive or SEMH support.  Thrive training	SENCO to monitor the impact of support	C Hague	Thrive practitioners have continued to receive updated training to support pupils with challenging SEMH in school. Staff timetabling has prioritised time for regular Thrive sessions in each school with benefits for the pupils involved.
	Promote Employee Assist helpline and mental health first	Staff feel their mental health needs are recognised and taken	September to July	Employee Assist (DEMAT subscription)	Employee Assist anon data	C Hague	Staff are all aware of the Employee Asset helpline. While we know it has

	aiders for staff, and introduce mental health standing item for SLT meetings.	seriously, with resources provides and adjustments made where necessary.		Mental Health First Aid training			been used, we do not have any recent (anonymised) data for its usage.
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	Schools benefited from clergy led class video assemblies from Rev J Horran during lockdown. The LGB has welcomed the newly appointed Deacon, R Burman as a governor.
	Ensure regular and clear communication with parents, e.g. through email, Dojo 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	Parental engagement was particularly effective during lockdown, e.g. through regular class Dojo messages and feedback from work produced, as well video and live lessons. Maintaining this good level of communication post lockdown is important. Parents continue to receive regular newsletter. Parental feedback on Parent View has improved over time, e.g. in Weeting from 29% (May 2019) to 83% (May 2019) would recommend the school.

<p>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.</p>	<p>Deliver good quality R.E. through new school curriculum across all classes.</p>	<p>Pupils benefit from our R.E education, developing spiritual awareness and reflection as well as a knowledge and understanding of faith.</p>	<p>Autumn Term</p>	<p>RE curriculum planning</p>	<p>SLT Work Scrutiny  Subject leader monitoring (<i>Action Plan</i>)</p>	<p>J Hardie</p>	<p>The RE curriculum has been revised in line with changes from the DEMAT scheme of work, and to reflect each school's characteristics as a VA or VC school. The updated curriculum is now being delivered.</p>
<p>3.4 Ensure that Collective Worship engages creatively with the school's vision and values, celebrates difference and encourages respect and dignity.</p>	<p>Deliver daily Collective Worship in class due to COVID restrictions, following the partnership's Worship Essentials, and planning.</p>	<p>Children enjoy and value their daily class Collective Worship experiences. They are keen to participate, e.g. through readings, discussions or answering questions.</p>	<p>Class Collective Worship (autumn term then to be reviewed)</p>	<p>15 mins daily class collective worship</p>	<p>Collective worship monitoring</p>	<p>J Hardie</p>	<p>Whole school Collective Worship has not resumed since lockdown to comply with our COVID risk assessment. Class collective worships have been maintained.</p>