

Holy Trinity Primary School

School Development Plan Priorities 2017-2020

This shortened form is to give parents and children an overview of what we are working towards during our new three year School Development Plan. We will, of course, be working on developing and improving all areas of the school but below is a summary of our main focus areas in 2017-2020. It is our school's strategic plan for improvement. DE, "Self-evaluation leading to sustained self-improvement is at the core of the school improvement Policy. Effective self-evaluation, and the actions that flow from it, should deliver improved educational outcomes and experiences for all pupils. Self-evaluation must be an integral part of the School Development Planning process with resulting actions and targets captured in School Development Plans. (SDP)

The priorities have been identified as a result of the ongoing, thorough self evaluation process which is part of the ethos and culture of Holy Trinity. Through the self evaluation process, we use a wide range of evidence to help us see which areas are going well in the school and which areas need to be addressed. We have created an open, self evaluative culture which is based on honesty, transparency, openness and reflection in order to improve the outcomes and experiences for everyone. Once we have identified priority areas, we can then draw up action plans, set targets, assign resources, plan in time, training etc. All actions are subject to a continual cycle of planning, monitoring, evaluating and reviewing.

Self evaluation strategies include: Analysis of the results of the audit completed every three years by parents, staff and pupils.

- Discussions with staff, parents and pupils
- New legislation or directives from the Department of Education or Education Authority
- The ongoing , thorough self evaluation programme and eths established in Holy Trinity.
- Monitoring of the subject- monitoring meetings, examination of books, classroom observations, including PRSD and Peer Observation.
- Analysis of standardised results and internal standardisation
- Staff subject audits.
- External reports e.g Inspection Report
- Development of an area by management or co-ordinators.
- Completion of previous three year plan
- Completion of the self evaluation ETI proforma

The School Development Plan sets out target for improvement with detailed Action Plans for 2017-2020 linked to the following three key areas:

<p>ETHOS</p>	<ul style="list-style-type: none"> • To review the Pastoral Care and Child Protection related Policies including the School Mission Statement. • To review the Behaviour Policy and strategies in the school accommodating the increasing number of children children with diverse SEBD needs within the school • To review Homework in order to increase relevance, impact and provide an appropriate home/school balance. • Working towards the re of the Marjorie Boxall Nurturing School Quality Mark and the International School Award • To develop an effective whole school Resilience and Mental Health programme to reduce the impact of mental health problems on learning for the increasing number of pupils and families. • To improve internal communication within the school and external communication with parents. • To develop a programme to address the health and well being of staff e.g Mindfulness, Compassion Fatigue, Sir John Jones etc.
<p>TEACHING AND LEARNING</p>	<p>Literacy- The Focus will be on improving Reading. This will be done by</p> <ul style="list-style-type: none"> - Phonics- development of structured Phonics Scheme –P1-P4. Introduction of Jolly Phonics Scheme. - To introduce Paired Reading into P3 and P4 and the Accelerated Reading Programme into P5-P7. Monitor and evaluate progress through the STAR assessment programme. - To examine and evaluate current practice and assess standards. - Provide staff training on Guided Reading, Effective Questioning, Developing Reading Skills, Use of the Task Board, Bloom’s Taxonomy and Reciprocal Reading. - To improve reading standards through the creation of a line of Progression where reading strategies are specifically taught and used in complex independent reading tasks. - Review and provide a more structured Reading Scheme for children in the LSC’s and children in mainstream with SEN. <p>Numeracy- The Focus will be on improving Word Problems, Problem Solving and Reasoning. This will be done by</p> <ul style="list-style-type: none"> - Develop and resource a structured programme for word problems, problem solving and reasoning. Embed the resources and strategies into planning, teaching and learning and assessment. - To develop the children’s coding and programming skills - To introduce Bar modelling as a Maths Strategy <p>UICT- The Focus will be on improving E-safety and developing ICT skills. This will be done by</p> <ul style="list-style-type: none"> - To work towards achieving for the third time the NAACE award. - To improve teaching and learning in ICT through the completion of the SELFIE self evaluation audit and providing a comprehensive CPD programme for staff, Digital Leaders and Pupils. - Through the use of the 360 Safe online self review, develop an online safety practice programme. Create a personalised E Safety character,

	<ul style="list-style-type: none"> - Use SeeSaw to enhance communication with parents <p>Assessment- The Focus will be on raising standards in Literacy and Numeracy as a result of increased understanding and effective use of data. This will be done by</p> <ul style="list-style-type: none"> - Provision of a comprehensive data pack to every teacher based on the GL (PTE, PTM, PASS, CAT). They will use this information to complete the Pupil Profile and set effective Literacy and Numeracy targets for Individual pupils and whole class targets. These will be reviewed regularly throughout the year. - To embed internal standardisation by the introduction of bi annual testing of curriculum content. Staff and SLT will use this information to identify pupils who require additional support and identify areas of the curriculum which have been taught and will need to be readdressed. - To understand the CAT4 results and the different learning styles and have the skills to cater for these within the classroom leading to increased learning. <p>Special Educational Needs – The focus will be on:</p> <ul style="list-style-type: none"> - Provide staff training and review the policy and procedures to meet the requirements of the revised SEN framework - To provide training for staff on Dyslexia and ASD due to the increasing number of children within the school - To replace the standardised tests used within the LSC’s. To review integration policies and practices.
<p>STRATEGIC MANAGEMENT</p>	<ul style="list-style-type: none"> - Maintenance- to replace the 4 staircases, to complete the rewiring in KS1 building, Provision of a Disabled Ramp at school entrance, paint designated areas of the school, install viewing panels, update Risk assessments and review school security procedures. - To address underachievement through providing a range of support e.g mentoring, WBPD and FSCN support, SEN support. Monitor, Review and Evaluate the effectiveness of the support provided. - Review and amend the current Marking Policy to create a Quality Feedback Policy - Ongoing three year programme to update all school policies - Implement procedures and policies for the compliance with GDPR - Devise a Critical Incident and Emergency Evacuation Plan. - Involvement in TAP Programme for supporting LAC children. - Introduce incentives to increase pupil attendance - CPD training to improve the role of middle management - Ongoing comprehensive training programme for all teaching and non teaching staff to develop professionally - Reconstitution of the New Board of Governors- training programme on their role and how to support and challenge the Principal and regular meetings with key co-ordinators -

