



Holy Trinity Catholic School

SCHOOL IMPROVEMENT PLAN 2022-2023

Pope Francis MAC Vision

We believe each person is a unique creation made in the image and likeness of God, called by name, with a special vocation and gifts to bring to the world. We seek to develop these talents in each individual by being a beacon for Catholic education in Oxfordshire.' MAC

Holy Trinity Catholic School Vision

Our vision for Holy Trinity Catholic Primary School is to be 'a school with high expectations for all, in the Light of Christ'. All pupils will be given every opportunity to achieve their potential and encouraged to learn about and develop their hidden talents in order to reach high levels of achievement. All members of our school community will be fully equipped to meet all pupils' needs through appropriate professional development. Holy Trinity will continue to be an outstanding school.

<i>Overall Effectiveness</i>	<i>Catholic Life and Collective Worship</i>	<i>Leadership and Management</i>	<i>The quality of Education</i>	<i>Behaviour and Attitudes</i>	<i>Personal development</i>	<i>Early Years Provision</i>
<i>1</i>	<i>2</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>

'We Work together through the love of God.'



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As a Catholic school we endeavour to create a living and caring Christian community, where we aspire to ignite within everyone the Light of Christ. We strive to:

- Educate the whole person to their full potential: spiritually, morally, academically, emotionally, socially, culturally and physically.
- Respect, love and value ourselves and others as unique individuals and children of God.
- Encourage everyone to pray and develop a deeper personal relationship with God.
- Support parents and carers as the first educators of the child.
- Enhance the essential relationship between the school, family, parish and local community.
- We reflect to become a better person and think about other people in the world.
- To live our lives as saints.

Catholic Life of the school	Quality of Education	Leadership and Management	Behaviour and Attitudes	Personal Development	Early Years
<p>1.All key stakeholders embrace the Church's mission and are fastidious in acting as guardians of Catholic life.</p> <p>Pupils are actively engaged and are given opportunities within Catholic Social teaching to know more and do more.</p> <p>To increase the number of greater depth children in RE.</p> <p>Support all teachers so that they are able to assess children confidently.</p> <p>To embed Catholic Social teaching into the curriculum.</p>	<p>To increase the number of greater depth children across the school in all subjects</p> <p>Embed in-depth tracking of all pupils, all groups, in all subjects from EYFS onwards.</p> <p>Diminish the SEND and Vulnerable gap, accelerating progress in all year groups, in all subjects and improving SEND provision.</p> <p>Completing Year 3 of Mastery Maths.</p>	<p>Develop subject leaders to drive school improvement through the 'deep dive' framework.</p> <p>School to support Head in her Ofsted training and ensure that the school continues to have outstanding leadership.</p> <p>To support Maths Lead in her Mastery Lead training</p> <p>All governors to be proactive in monitoring the quality of education and increase challenge towards all leaders through 'deep dive' framework and subject leaders' presentations at LGB.</p>	<p>School to be a calm, safe, orderly and positive environment allowing all children to learn.</p> <p>Expectations of pupils' behaviour is exceptional.</p> <p>Zero tolerance of bullying, sexual harassment, bullying online or offline.</p> <p>Any incidents are dealt with immediately.</p> <p>Attendance is at least in line with national and persistent absence is dealt with appropriately.</p>	<p>To develop pupils to be responsible, respectful and act as citizens who are actively involved in their local community as well as globally.</p> <p>Instil our schools' virtues so they motivate and guide pupils in their conduct, so they reflect wisely, learn eagerly and behave with integrity.</p> <p>Develop wellbeing for staff and children.</p> <p>Ensure children stay safe and are able to recognise online and offline risks.</p>	<p>EYFS staff to receive high quality CPD and feel confident in delivering the EYFS framework.</p> <p>To develop children's love for reading.</p> <p>To embed Little Wandle phonics and Mastery Maths.</p> <p>To improve oracy skills of children</p>

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Catholic Life of the School, RE and Liturgy and Prayer				Owner: L.Buchanan
Intent	Implementation	Impact	Date	Monitoring
<p>1.All key stakeholders embrace the Church's mission and are fastidious in acting as guardians of Catholic life.</p> <p>Pupils are actively engaged and are given opportunities within Catholic Social teaching to know more and do more.</p>	<p>RE Lead and Head to attend all BDES training and development ensuring outstanding practice in Catholic Life and Mission, Religious Education and Collective Worship, RSHE and RHE.</p> <p>Ensure high quality CPD for all staff</p> <p>Ensure all ECTs have attended the BDES course for new teachers in Catholic schools</p> <p>Arrange a monitoring visit from the diocesan advisor (Maggie Duggan).</p> <p>Head to attend Level 2 Building the Kingdom training.</p> <p>Be prepared for our CSI.</p>	<p>RE Lead and Head are confident of new SEF requirements and are fully prepared for CSI Dec 22.</p> <p>Teachers will be confident in delivery the RE curriculum and understand how social teaching is embedded into the school's curriculum.</p> <p>To be able to demonstrate that we have achieved at least good on all the CSI judgements.</p>	ongoing	Mission reviewed in Sep 22.
To improve the quality of RE and Catholic Life	<p>To work with MAC schools to share good practice.</p> <p>All schools to take part in the Catholic Life INSET at the start of the academic year.</p>	<p>Schools to share good practice and common resources with INSET in Jan.</p> <p>All staff have a shared understanding of the Mission and Vision of Catholic education and the PFMAC and our school.</p>	<p>Termly</p> <p>Oct 22</p>	Sept inset.
<p>For children to understand and live the 7 themes of Catholic Social Teaching:</p> <p>Life and Dignity of the Human Person.</p> <p>Call to Family, Community, and Participation.</p> <p>Rights and Responsibilities.</p> <p>Preferential Option for the Poor.</p> <p>The Dignity of Work and the Rights of Workers.</p> <p>Solidarity.</p> <p>Care for God's Creation.</p>	<p>Head to attend Level 2 Building the Kingdom</p> <p>Children understand World faiths by having a multi faith week.</p> <p>Opportunities are given for children to live out the values of catholic social teaching both inside and outside the curriculum. Timetable Catholic Social teaching lessons into the timetable.</p> <p>Links to be established through all our curriculum.</p> <p>Children to be given opportunities to help in the local community.</p>	<p>On going</p> <p>Spring 2023</p>		Children to understand that their actions make a difference.

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Quality of Education				
Intent	Implementations	Impact	Date	Update due
1. All learners have access to a rich, creative and challenging curriculum, where all their needs are met and they can reach their full potential.	Ensure that the school has an accurate SEF.	School visits by Primary Lead give a benchmark of where the school is and next steps. Ensure that we action points raised by SIP.	Sept 22	SEF completed sept 2022 but to reviewed termly by all stakeholders.
	Ensure robust and rigorous assessment systems are in place so that data is recorded and analysed in a timely, accurate and consistent way across all schools.	A clear and accurate picture exists of ongoing progress and attainment for all pupils, including specific groups. At least 80% of pupils are in line, or above, national outcomes in attainment. At least 85% of pupils are in line, or above, national outcomes in progress.	Ongoing	Termly pupil progress meeting by SLT.
	Recovery premium is effectively targeting identified gaps in learning, for both individuals and groups.	Recovery premium accurately measures impact.	Jan 2023	Entry and exit data to be taken.
2. Diminish the SEND and Vulnerable gap accelerating progress in all year groups, in all subjects and improving SEND provision.	Recovery premium is effectively targeting identified gaps in learning, for both individuals and groups.	All vulnerable learners make good progress.		

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Quality of Education				
Intent	Implementations	Impact	Date	Update due
3. Further develop a high quality, broad and balanced curriculum across school that meets the needs of all pupils and groups.	SLT and subject Leaders to review curriculum provision maps. Subject Leaders to attend high quality CPD and share training with colleagues. Implement a comprehensive CPD programme for Subject Leaders across all curriculum areas and subjects.	Monitoring and evaluation shows that as a school we are providing an effective, broad and balanced curriculum. The quality of the curriculum is judged to be at least 'outstanding'.	Sep 21	New curriculum progression of skills has been effectively undertaken. Staff are aware of the progression of skills and knowledge and can explain where the children have come from and the expectation of where they are going.
	Teaching of reading in school is judged to be outstanding Embed the new Phonic teaching scheme.	Children have a love for reading and make excellent progress. understanding, ensuring that the curriculum provision across their subject area is judged to be at least 'good'.	Jan 22 Sept 22	New phonic scheme has been embedded and all staff training has taken place. However, 2 new ECTs and 3 KS2 Ts Sneed to complete the training. Phonic screening pass rate was 89%
	Implement a comprehensive plan to ensure that opportunities to enhance wellbeing for pupils and staff are consistent and effective.	Ongoing surveys demonstrate that pupils, parents and staff are positive, healthy and motivated.	March 2023	Parent and staff surveys undertaken in Sept 2021. However, it was felt that the next survey should be completed later in the year as we had a number of 'don't knows' from parents and children who had just joined the school.
4. Oracy	Children to be immersed into a vocabulary rich environment. Teachers to use the oracy framework and progression of skills. Oracy to be prioritised in the classroom and around the school. Lessons to have a planned oracy focus and oracy to be interwoven in lessons wherever possible.	Children will have the ability to speak eloquently, articulate ideas and thoughts, influence through talking, listen to others and have the confidence to express their views.		Jan 23

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Leadership and Management

Intent	Implementation	Impact	Date	Monitoring
Develop subject leaders to drive school improvement through the 'deep dive' framework.	High quality CPD in curriculum areas highlighting opportunities that link our faith. Subject Leaders feel confident in curriculum discussions. Performance management target 3 to be linked to subject leadership. All staff to know prior knowledge of curriculum and the next stage in learning.	Subject leaders are well prepared for Ofsted Deep dives. They are confident of the skills and knowledge taught throughout the school. Pupils' knowledge and skills should show clear progression.		Catholic Schools Partnership training for all subject leads Autumn 22 Feedback to staff in staff meetings SIP visit nov 22
To develop key staff to become specialist in their areas and share with school and MAC.	School to support Head in her Ofsted training and ensure that the school continues to have outstanding leadership. To support Maths Lead in her Mastery Lead training. To support nurture TA in her ELSA training.	Holy Trinity will have a number of specialist teachers of excellence. Governors will hold the school to account.		Head Ofsted training Nov 22 Mastery Lead training started Oct 22 ELSA training started Oct 22
All governors to be proactive in monitoring the quality of education and increase challenge towards all leaders through 'deep dive' framework and subject leaders' presentations at LGB.	Subject leaders to present at LGB	Governors will have an excellent understanding of what is happening in school on a daily basis.		Maths Lead presentation given in Autumn 22 LGB

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Behaviour and Attitudes				
Intent	Implementation	Impact	Date	Monitoring
Expectations of pupils' behaviour is exceptional.	Staff training to ensure a consistent approach. All staff to follow the restorative approach. Implement the KiVa program.	School to be a calm, safe, orderly and positive environment allowing all children to learn.	Feb 23	Questionnaires Spring 2023
Zero tolerance of bullying, sexual harassment, bullying online or offline. Any incidents are dealt with immediately.	Children taught protective measures. Children and parents know how to keep themselves safe online.	There are none or very few incidents of bully or SHSV. If they occur they are dealt with immediately.	Monthly	DSL- report given to head monthly/ reported to governors termly
Attendance is at least in line with national and persistent absence is dealt with appropriately.	Attendance Policy to be sent out to all parents after LGB ratification. Monthly attendance meetings with LB/KB/JF. Attendance letters to be sent out promptly. Meetings with parents if no improvement is seen. Attendance champions at the end of each term.	Attendance is at least in line with national and persistent absentee is at an all-time low.	Monthly	KB/JF- report given to head monthly. Head reports to governors termly

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Personal Development				
Intent	Implementation	Impact	Date	Monitoring
To develop pupils to be responsible, respectful and act as citizens who are actively involved in their local community as well as globally.	Contributions to foodbank. Children to think about how they can make a difference locally, nationally and globally. Termly children to come up with ways that they can make a difference.	Children will be responsible, respectful and will make a difference.	Sept22	Planting of bulbs and thinking of an act where they can make a difference.
			Oct 22	Harvest contributions to foodbank.
			Nov 22	Children in Need.
Instil our schools' virtues so they motivate and guide pupils in their conduct, so they reflect wisely, learn eagerly and behave with integrity.	Termly virtues Children recognised in celebration assembly for following the virtues of the term and being KiVa stars. JLT to meet regularly and SLT to act on their suggestions.	Children will be motivated and understand that their actions matter.	ongoing	Kiva and virtue stars to be displayed in hall and on weekly newsletter
Develop wellbeing for staff and children. Ensure children stay safe and are able to recognise online and offline risks.	Have a dedicated team for children's mental well-being Have an ELSA TA Liaise with community and church for additional support Offer families a warm space during winter Increase awareness of local support networks for families.	Children and staff will be mentally well. They will know where to go if they need help. Staff to have wellbeing inset days.	Sept22 June 23	Kyla out of class full time Sept 22 staff wellbeing day-paddleboarding lunch and talk. Christmas shopping day Emma T started ELSA training Oct 2022

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Early Years				
Intent	Implementation	Impact	Date	Monitoring
EYFS staff to receive high quality CPD and feel confident in delivering the EYFS framework	ECT training to be fully supported by school High quality EYFS CPD Regular meetings with phase leader Visits to outstanding practitioners	Outstanding EYFS provision	ongoing	KB/LB/MR
To develop children's love for reading. To embed Little Wandle phonics and Mastery Maths.	Staff to be fully trained in Little Wandle and it to be fully implemented and monitored by phase and English Leads. Staff have a clear understanding of the rationale for Mastery Maths.	Children make excellent progress and school have GLD above national.	Ongoing Jun 23	MR/RC LC/MR
To improve oracy skills in children	Follow progression in oracy. Children are given opportunities to develop their skills. EYFS to be a vocabulary rich environment.	Children will be developing skills to speak eloquently, articulate ideas and thoughts, listen to others and have the confidence to express their views.	ongoing	LW/KH

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