

TRINITY OAK'S SCHOOL DEVELOPMENT PLAN 2023 - 24

Leadership & Management	<p>1. Senior Leaders have a clear and ambitious vision for providing high-quality education to all pupils through the development teachers' subject knowledge in order to improve outcomes for all groups.</p> <ul style="list-style-type: none"> - Quality first teaching - Planning using Teaching backwards using skill progressions – interlinked creative curriculum - Data analysis is used to inform teaching and learning - Observations/appraisal systems support performance related pay 	LW
	<p>2. Staff who are responsible for leading a subject areas are able to identify areas of strength and next steps to impact outcomes – all staff operate on an action/impact model.</p> <ul style="list-style-type: none"> - CPD - Baselines - action plans - use of assessment 	LW MF
	<p>3. Governors understand their role to ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education and culture of safeguarding.</p>	GC
Quality of Education	<p>1. An ambitious and engaging curriculum is coherently planned and sequenced, with a clear purpose of why here and why now, developing pupil's knowledge and skills towards independence – leading to improved outcomes:</p> <ul style="list-style-type: none"> - Whole school overview of interlinked curriculum with progressive skills. - Assessments for Learning theme - Boys writing 	LW
	<p>2. SEND learners are supported to make good progress against their individual starting points</p> <ul style="list-style-type: none"> -tracked progress - adjusted curriculum 	MF
	<p>3. Additional adults are skilled in reshaping learning to support progress for all learners</p>	MF
	<p>4. A rigorous and sequential reading curriculum is prioritized to develop pupils' fluency and understanding across all curriculum areas:</p> <ul style="list-style-type: none"> - Phonics – consistently taught and assessed - Bottom 20% - GDS - Cross curricular reading 	RW
Personal Development	<p>1. The Christian character, vision and values of the school has a significant impact on the children's Spiritual, Moral, Cultural, Social and continue to develop them for life in Modern Britain.</p>	MF
	<p>2. The curriculum and the school's wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p>	MF
Behaviour & Attitudes	<p>1. Pupils attitudes to their education are positive, they are committed to their learning, are resilient to setbacks and take pride in their achievements. All learning behaviours are good.</p>	MF/LW
EYFS	<p>1. The EYFS curriculum is coherently planned and sequenced. It builds on what children know and can do, with a sharp focus on early reading and developing vocabulary.</p>	CB
	<p>2. The environment , both inside and outside, supports the intent of an ambitious curriculum supporting GLD.</p>	CB RW