

SDP 2024-2025
HT C of E Junior School, Wallington

Motto	Only with Thee, O God, we journey safely on
Vision	Exemplary education for all, through God's amazing grace.
4 year Vision target:	By the end of July 2027: attainment and progress will remain above or within the national average; children will retain their knowledge securely; children will confidently articulate Christian values, children will be proactive learners and have aspirations for what they can achieve in life; children recognise how to behave towards one another in everyone's best interests; children and staff will know how to be healthy, safe, flourish and enjoy life to the full!
Values	Learning, Dignity, Integrity, Confidence, Love
Values statement	Learning together, as we journey with God in Love, we act with Integrity, treat others with Dignity and grow in Confidence.
We Learn:	"Everything was created through Jesus and for him" Colossians 1.16. The sub values are: Curiosity, Wisdom, Teamwork, Hard Work and Failing Well
We Love:	"We love each other because he loved us first" 1 John 4.19. The sub values are: Community, being Non-judgmental, Forgiveness, Compassion and Kindness
We act with Integrity:	"People judge by outward appearance, but the Lord looks at the heart" 1 Samuel 16.7. The sub values are: Faithfulness, Generosity, Honesty, Trustworthiness, Self-Control and Responsibility
Each person has Dignity:	Each person has Dignity: "So God created human beings in his own image." Genesis 1.27. The sub values are: Equality, The Whole Person, Every Person, Tolerance and Advocacy
We have Confidence:	We have Confidence : "Blessed are those who trust in the Lord and have made the Lord their hope and confidence." Jeremiah 17:7. The sub values are: Wholeheartedness, Hopefulness, Joy, Humility and Resilience

Ofsted June 2023: Good

SIAMs 13th October 2023: The inspection findings indicate that Holy Trinity Junior School is living up to its foundation as a Church school.

Targets 24-25	Summary of key actions to be taken	Measure to be evaluated SU 2025
1a Children's attainment stays above national average and progress to be in the national average band (this pertains mainly to reading/writing and Maths, where national comparison exist)	<ul style="list-style-type: none"> • Ambitious target setting based on prior attainment; half termly Pupil Progress meetings – SLT with year group teams • Leadership team continue to keep up with key research and refresh staff knowledge (about WTS/GDS/teaching flair; play; SEN/ASD/ADHD strategies/EEF; teaching revision; workload management; engaging parents) and implement best practice • Monitor teaching and learning through-out the school half termly through drop-ins; staff observe other staff • Year group teams will meet half termly to ensure clarity of understanding of meeting children's needs • Writing and Maths will be moderated termly for content and consistency of approach • Spelling focus –for statutory words, spelling rules and patterns, plus individual pathways. • Monitor and evaluate effectiveness of chrome bokos for supporting learning and adjust homework if necessary 	National data (Internal tracking against targets Success of CPD Success of SEN strategy)
1b.the progress of disadvantaged pupils continues to improve so that their attainment and progress is in line with that of other pupils nationally	<ul style="list-style-type: none"> • PPG book looks / SEN book looks to monitor progress every six weeks • Strategic focus on targeted interventions as above • SEN handbook continuing to be implemented • T and L obs and drop-ins focus on retrieval, retention and progress of all; WTS, GDS, writing and maths; improvement in fluency and comprehensions in reading, improving sophistication with end tasks; aspirational targets • Targeted readers – 20%; other needs planned for in interventions groups every six weeks after Pupil Progress meetings 	National data Internal data
2 Children will retain knowledge	<ul style="list-style-type: none"> • Maintain the progressive curriculum with links to learning at KS1 and prior learning in KS2 where relevant and possible • Deeper learning – curricular links to global calendar and RE and RHE links to worship. • Assessment of end tasks; clear expectation of children working at GD • Plan for the new RE syllabus to be launched September 2025 • Subject leaders continue to refine the work in the subject. 	End tasks and data
3.Children will confidently articulate the school's 5 Christian values (and sub values)	<ul style="list-style-type: none"> • Vision, values, behaviour for learning and behaviour rules are made very clear to year 3 and new children • Sub values are referred to by staff when relevant topics are addressed as a regular event in school and links obvious in curriculum subjects • Curricular links to global calendar and RE and RHE links to worship. • Focus on inequality and injustice in the world in the worship cycle, inviting children's response. 	Q'aires SPR 25 and Y6 exit q'aires

	<ul style="list-style-type: none"> • Termly art response invited to spiritual development 	
4 Children are proactive learners and have aspirations for what they can achieve in life	<ul style="list-style-type: none"> • Knowledge organisers clarify expected learning, including linked themes and are explained to children; cultural capital is explained to children in an age appropriate way; children are encouraged to reflect on their interests and talents • Children are taught effective revision practice - how to retrieve knowledge, look for knowledge to meet gaps and then practice learning and retrieval until knowledge is retained. • Build in annual assembly by a subject leader about how their subject allows for aspirational careers in line with our values and sub values. 	Annual q'aires
5 Children recognise how to behave towards one another for everyone's best interests; resulting in all children feeling safe	<ul style="list-style-type: none"> • Continue to use Restorative Practice and rationale with pupils and parents • Explain the behaviour policy to children and parents alike in Year 3 and new children • Continue to develop RHE • Continue to develop an annual cycle of events which cements HT's role in the local community- include work with elderly, charity work, Eco work; advocacy • Teach and praise sportsmanship skills. Use support staff to monitor play and praise good play. 	Annual q'aire
6. Children (and staff) know how to be healthy, safe and enjoy life to the full!	<ul style="list-style-type: none"> • All staff re-read the behaviour policy in each September and use scripts • Continue to use Restorative Practice and rationale with pupils and parents; ensure emotional language is used • Explain the behaviour policy to children and parents alike in Year 3 and new children • Use more visual prompts in R and R as necessary 	Staff q'aire Chn's q'aire
7 Online learning supports the intent, implementation and impact of our school curriculum in building long term knowledge	<ul style="list-style-type: none"> • Digital strategy to include increased differentiation for reading and writing support, including for those with EAL and dyslexia. Roll out in year 6. • Create a five year digital strategic plan – AI; marketing on website; contained social media for specific purpose; use of AI, etc. • Form a working party with some parents to discuss sensible and parental control of tech. 	Staff evaluate impact of use of online programmes for impact on progress