

Holy Trinity CE Primary School

School Development Plan

September 2019 - 2020



Believe. Achieve. Inspire.

Our vision:

To be an inspirational place of learning where:

- we facilitate opportunities so every child can flourish in a place where they feel safe, **happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal **fulfilment**.
- the school provides facilities that enables an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.

***'I know that there is nothing better for people than to be happy and to do good while they live.'** Ecclesiastes 3:12*

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Whole School Development Priorities 2019-2020

TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Autumn 1 2019	CORE SUBJECTS: to continue to deliver excellent learning opportunities that result in high standards of attainment PSHE: To further develop relationships with peers BEHAVIOUR: To inform pupils about anti-bullying including allergy awareness. To support pupils with their understanding of how to keep safe and healthy. E SAFETY: To ensure pupils know how to keep themselves safe on-line. PHYSICAL HEALTH: To improve sport & PE provision. To work towards achieving the 'Heathy Schools' award LIFE SKILLS: To provide opportunities for pupils to develop their life skills, including mindfulness DIVERSITY: To plan opportunities and activities that provide exposure to diversity for all our pupils	Music: To further develop learning and teaching in music so that more pupils have opportunities to play instruments and hear a variety of music. Impact will show consistently good music lessons that have opportunities for pupils to play a variety of percussion instruments and have confidence to compose and perform pieces.
Term 2 Autumn 2 2019		Christian distinctiveness & vision: To further develop the Christian distinctiveness of the school community. Impact will show pupils are able to discuss and experience spirituality, awe and wonder. By creating a shared vision and mission statement for the school, the impact will be ownership and a shared sense of purpose.
Term 3 Spring 1 2020		Outdoor Learning: To further develop opportunities for outdoor education across the school. Impact will show increased opportunities for pupils to learn outside which has a positive impact on enjoyment and engagement. Impact will show all classes accessing the Forest School to deliver their curriculum making the learning memorable and linked to life skills.
Term 4 Spring 2 2020		Science: To further develop teaching and learning in science. Impact will show scientific investigations across the school allow opportunities for pupils to follow lines of enquiry. Impact of CPD will show teachers are more confident to deliver high quality science sessions. Pupils scientific knowledge and vocabulary will be secure and progressive throughout the school.
Term 5 Summer 1 2020		DT: To further develop teaching and learning in Design Technology. Impact will show Design Technology is planned and delivered systematically in all classes and is evident in display. Pupils will experience a variety of opportunities to design, make and evaluate products and feel proud of their achievements.
Term 6 Summer 2 2020		Relationships and Sex Education: To make preparations for the new RSE curriculum. Impact will show parents are aware of the planned changes to the RSE curriculum. Policy will be in place and Staff will feel prepared to deliver the curriculum from September 2020.

INTENTION	IMPLEMENTATION SCHOOL DEVELOPMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
We intend to continue to provide an excellent Quality of Education	Curriculum: To ensure long term curriculum plans include complete coverage for all subjects. Cross Curricular Topic links are explicit. Medium term plans to include life skills, outdoor learning and well-being. Progression of skills and knowledge will be clear and evidenced. RSE curriculum training will take place and consultation of parents will begin. CPD to support staff in teaching DT, music & science	- Impact will show a well-planned, progressive, creative curriculum evidenced in planning, pupils' books and displayed in the environment. Outdoor learning opportunities will increase impacting on pupil engagement and enjoyment. - Impact of staff training will show an increased level of subject knowledge resulting in more opportunities for quality first teaching and learning in DT, music and science. - Impact will show parents are aware of the planned changes to the RSE curriculum. Policy will be in place and Staff will feel prepared to deliver the curriculum from September 2020.
We intend to focus on further developing positive Behaviours and Attitudes	Peer relationships: To extend the Buddy System into KS1. Behaviour: To inform pupils about anti-bullying including allergy awareness. To support pupils with their understanding of how to keep safe and healthy. E Safety: To ensure pupils know how to keep themselves safe on-line.	- Impact will show that pupils in EYFS and KS1 are well supported as they transition into a new phase and are therefore in a position to learn well. - Impact will show that pupils understanding of bullying behaviour and the detrimental affect it can have has increased. Reported incidents will decrease. - Impact will show that pupils, parents and staff have the knowledge to stay safe & healthy including on-line.
We intend to promote wider opportunities for Personal Development	Physical Health: To improve sport & PE provision. To work towards achieving the 'Healthy Schools' award Life skills: To provide opportunities for pupils to develop their life skills, including mindfulness Diversity: To plan opportunities and activities that provide exposure to diversity for all our pupils Wider opportunities: To offer more pupils the opportunity to learn a musical instrument	- Impact will show that uptake of clubs and sporting competitions has increased. - Impact will be the achievement of Healthy School Award - Impact will show that life skills are a focus on planning and in learning which in turn develops pupils' life skills. - Impact will show pupils have a greater exposure to diversity and show tolerance and respect. - Impact will be an increased number of pupils having the opportunity to learn a musical instrument.
We intend to continue to provide excellent Leadership & Management	Safeguarding: To ensure a robust induction for new staff and regular updates for all staff on policy and procedure Staff workload: To review and consider staff workload Staff wellbeing: To provide support to all staff with their wellbeing and emotional state OFSTED framework: To share with school leaders	- Impact will show staff will feel valued, supported and fulfilled in their work. - Ofsted priorities will be understood by all leaders impacting on priorities, teaching and learning and improved outcomes for pupils.
We intend to continue to invest in and further develop our Premises & facilities	Playtime activities: inside and out Outdoor facilities: Adventure Playground: EYFS & KS1 All-weather sports pitch Fundraising. Staff car park. Health & Safety: Fire doors replaced (LA funded) Hall doors replaced.	- Impact will show pupils are enjoying playtimes and the range of activities caters for all pupils' needs. - Impact of the Adventure Playground will show pupils in EYFS & KS1 taking risks, developing gross motor control & enjoying social times with peers. - Impact of replacing fire doors will be a safer environment for all.
We intend to further develop our Christian distinctiveness & vision	Spirituality: Definition of spirituality Vision: created by all stakeholders Mission statement: work with cluster on Understanding Christianity resource	- Impact will show pupils able to discuss and experience spirituality, awe and wonder. - By creating a shared vision and mission statement for the school, the impact will be ownership and shared sense of purpose.

INTENTION We intend to continue to provide an excellent Quality of Education				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Curriculum: To ensure long term curriculum plans include complete coverage for all subjects. Cross-curricular topics links are explicit. Progression of skills and knowledge will be clear and evidenced.	- Teachers to complete long-term curriculum planning based on the topics agreed per term - Teachers to complete medium term 'Curriculum Maps' that include outdoor learning, life skills, well-being & mindfulness and physical health - Subject leaders with SLT to monitor teaching and learning to ensure coverage, progression and continuity across the school - All subjects are evidenced in project books, in display in classrooms and around the school	JG & POB	project books	- Impact will show all NC subjects are evident in books, display and planning - Termly topics will be highly engaging, progressive and provide opportunities for deep learning for all pupils - The curriculum is fit for purpose, tailored to the pupils at Holy Trinity - Pupils will be engaged and enjoy learning whilst still achieving high standards
Curriculum: To make preparations for the new RSE curriculum	- Research guidance and recommendations - Produce a school RSE policy - Consult with parents re the policy and guidance - Provide CPD for staff - Research appropriate resources to support teachers in the delivery of the RSE curriculum - Monitor the effectiveness of the curriculum and resources - Trial the RSE curriculum in a KS1 and KS2 class in spring term - Work with the cluster to produce a 'Local Offer' for RSE across all the schools	JG & POB	RSE resource – cost TBC staff training	- Impact will show all pupils have opportunities to discuss relationships and make informed choices - Pupils at Holy Trinity have opportunities to explore and experience diversity - Pupils will know how to stay safe and healthy
Curriculum: To further develop learning and teaching in Design Technology	- Provide CPD internally and externally for Design Technology for lead staff member and all teachers - Audit tools and resources for delivering high quality DT	JR - HUGG	staff training Resources	Impact will show DT is planned and delivered systematically in all classes and is evident in display

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Curriculum: To further develop learning and teaching in music	• Provide CPD internally and externally for music for lead staff member and all teachers and TAs • Audit tools and resources and purchase necessary items for delivering high quality music • To bring in specialist music lessons so pupils learn and have access to instruments • The choir provides a stimuli for voice control and music teaching and learning	MW - HUGG	staff training musical instruments Specialist music provision (Berkshire Maestros)	• Impact will show more opportunities for pupils to play musical instruments • Financial considerations to ensure appropriate resources are in place and resources purchased • All pupils will have the opportunity to join the choir and the choir will be part of the school community
Curriculum: To further develop learning and teaching in science	• Provide CPD internally and externally for science for lead staff member and all teachers and TAs • Audit tools and resources for delivering high quality science	BC - HUGG	staff training	• Impact will show scientific investigations across the school allow opportunities for pupils to follow lines of enquiry • Impact of CPD will show teachers are more confident to deliver high quality science sessions • Pupils scientific knowledge and vocabulary will be secure and progressive throughout the school
Curriculum: To further develop outdoor education across the school	• Provide CPD for teachers and TAs • Outdoor learning opportunities identified on Curriculum Leaflets • Monitor types of lessons that are positive outdoors • Generate bank of Forest School activities across the school	ST - HUGG	no cost	• Impact will show increased opportunities for pupils to learn outside which has a positive impact on enjoyment and engagement • Impact will show all classes accessing the Forest School to deliver their curriculum

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INTENTION We intend to focus on further developing positive Behaviours and Attitudes				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
PSHE: To further develop relationships with peers	- New Reception class to be paired up with a Y6 buddy - Reception parents and carers to be informed of the Buddy System - Y6 to heavily support their buddies at lunchtimes in the lunch hall and outside at playtimes - Y1 to be paired up with a Y2 buddy - Y2 to support their buddies at playtimes and with transition to KS1 routines (Collective Worship, lunchtime routine)	ST (EYFS & KS1 Lead)	no cost	- Impact will show new Reception pupils feel happy and well looked after - New Y1 pupils will transition into KS1 smoothly - Y2 & Y6 pupils will enjoy the responsibility and will be good role models for their peers - Parents and Carers will feel confident that their child is happy and well looked after when they start school - Pupils will be part of the school community through opportunity to take part in positive experiences
Behaviours and Attitudes: To educate pupils about anti-bullying	- To provide workshops and discussion opportunities (through P4C and PSHCE lessons) for pupils to learn about and explore bullying (including allergy bullying). - To live the behaviour policy - To provide pupil voice to discuss concerns	All staff	no cost	- Impact will show that pupils understanding of bullying behaviour and the detrimental affect it can have has increased. - Reported incidents will decrease. - Pupils trust adults in school if they have concerns - Pupils and staff are excellent role models to visitors and to each other
Curriculum: To support pupils with their understanding of how to stay safe and healthy	- To arrange for the Life Bus to visit to provide a unique and memorable learning environment to explore ways to keep healthy - On line safety workshops and activities planned to provide pupils with clear guidelines and rules for staying safe on-line. - E-Safety Workshops for parents provided - Include First Aid sessions as part of RSE curriculum for pupils	JG	Life Bus: £950 E-Safety workshops: £570	- Impact will show that pupils, parents and staff have the knowledge to stay safe & healthy including on-line. - Impact will show that pupils know how to report a concern about on-line activity to parents and adults in school

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INTENTION We intend to promote wider opportunities for Personal Development				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Physical Health: To improve sport and PE provision	- To implement the Daily Mile for all classes - To arrange more opportunities for competitions in classes or Key Stages throughout the year - To promote physical health through excellent PE lessons - To promote extra-curricular activities and clubs so that all pupils have access to sporting activities if desired - To arrange and run cluster sporting competitions - TAs to have ongoing CPD with coaches and staff	SH BC	Time for Sport leader to organise	- Impact will be achieving the Healthy Schools award - Pupils will have a variety of opportunities to take part in inter and intra sporting competitions - Pupils will value the benefit of physical health and will choose to take part in a variety of opportunities offered to them - Maintain at least the school's Silver Sports Award - TAs confident to lead aspects of PE and join in with activities to support pupils
Life Skills: To provide opportunities for pupils to develop their life skills, including mindfulness	- To plan for opportunities to develop specific life skills identified in stakeholders survey – these will be identified in Curriculum leaflets - Provide parent and staff workshops (Hester Bancroft) around resilience - CPD for staff - Resources to begin a resource bank	JG & POB	£1000	- Impact will show that life skills are a focus on planning and in learning which in turn develops pupils' life skills. - Impact will show that parents and staff are more able to provide opportunities to develop life skills such as resilience and understand the importance of doing so - Children have access to many life skills such as swimming, cycle safety, online safety, road safety etc - Forest School provides opportunities for outdoor and survival skill development
Diversity: To plan opportunities and activities that provide exposure to diversity for all our pupils	- To provide CPD for staff and governors (unconscious bias, understanding diversity) - To use topics and subject areas to dispel bias and assumptions based on media and stereotypical knowledge - Create opportunities to celebrate diversity within our community	POB	training time	- Impact will show pupils have a greater exposure to diversity and show tolerance and respect. - Staff will have a shared awareness of diversity and promote this to pupils - Stereotyping will be questioned - Diversity within school is celebrated

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INTENTION We intend to continue to provide excellent Leadership & Management				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Safeguarding: To ensure a robust induction is in place for new staff and regular updates for all staff on policy and procedure	- To produce a Safeguarding Induction Pack & share with staff - Review safeguarding policy and make each area clearer - Undertake a safeguarding audit & share with Governors & RBWM - Ensure safeguarding updates are shared regularly with all staff - Staff to read Part 1 of KCSIE and sign to confirm - Safeguarding display for staff available - To review SCR to ensure staff have DBS and SCR is up to date	JG	DBS updates £250	- All induction and safeguarding policies and records up to date and part of daily life in school - All staff up to date with KCSIE - DSL continue with training updates and apply this in school to support families - All staff aware of school procedures - Clear guidelines for DSLs when dealing with concerns - New staff aware of Holy Trinity safeguarding procedures - All pupils feel safe and know they have someone they can talk to in school
Staff workload: To review and consider staff workload	- To train 2 staff members (AT & CB) on Mental First Aid in order to be able to offer support to all staff and advice on policy - Produce a Staff Wellbeing Policy - To conduct a staff workload questionnaire - To create a plan for addressing workload issues that arise from the questionnaire	POB JG	£600	- Impact will show staff will feel valued, supported and fulfilled in their work. - Impact will be evident in reduced staff absence/illness - Impact on pupils will show that because staff are happy here, they benefit from that happiness too
Staff wellbeing: To provide support to all staff with their wellbeing and emotional state	- To ensure a policy is in place to outline procedure at provision - To train two staff members to be 'Mental Health First Aiders' - To provide staff with a weekly Yoga session - To support individual circumstances when need arises - To consider ways to reduce workload and time to achieve tasks - To access LA support	POB JG	£500	- Impact will show Staff will feel their mental and emotional wellbeing is being appropriately supported - Staff will be able to voice concerns about their wellbeing and will be signposted to access further support if necessary - Positive impact on personal wellbeing provided by on-going staff yoga sessions
OFSTED framework: To share with school leaders	- To ensure all leaders are aware of the renewed framework - Ensure school priorities and monitoring take into consideration OFSTED framework - To provide CPD for subject leaders	POB JG	£300 CPD	- Impact will show SLT are ensuring monitoring and evaluation reflects OFSTED priorities - School improvements and clear and reported to Governors and the leadership team - Staff are clear of subject areas and Ofsted requirements

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INTENTION We intend to continue to invest in and further develop our Premises & facilities				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Playtime activities: To further develop activities for pupils at playtimes both inside and outside	- To provide storage and equipment for pupils to use outside at playtimes. - To organise indoor provision at playtimes (ie Lego, drawing, reading) - To encourage buddies to teach outdoor games to younger pupils - To make sure sports leaders generate sporting challenges to other pupils - To interview pupils for future playground wishes	JG	£1,000	- Pupils will have access to a range of activities at playtimes impacting on their enjoyment and social skills - Behaviour incidents will reduce in number as pupils are occupied and happy at playtimes
Outdoor facilities: To develop an Adventure Playground for EYFS & KS1.	- To gather three quotes for desired work - To raise funds through PTA and parent donations to fund the costs of the playground - To ensure Health and Safety and safeguarding checks are in place during the construction period - To ensure risk assessments are in place for construction period - To ensure risk assessments are in place once the Adventure Playground is accessible to pupils	WP ST JG	£30,000	- Pupils in EYFS & KS1 will have opportunities to develop their gross motor skills - Impact will show pupils will enjoy the outdoor facilities and social and life skills will be developed - Holy Trinity will be a very attractive option for prospective parents
Health and Safety: To replace fire doors throughout the school and improve internal security	- Liaise with RBWM to replace internal fire doors throughout the building (including the hall doors) - Gather quotes for improving internal security with access only internal doors - Roof repairs/window repairs to heighten security and lockdown	WP POB	LA expense	- Fire doors throughout the school will be robust and fit for purpose - Pupils will be safe on site and will not be able to access internal areas unless accompanied by an adult

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Premises: To improve and enlarge the staff parking facilities	• Work with Diocese and parish council to secure sufficient funding • Acquire 3 quotes for desired work • Agree design with Governors • Ensure staff and pupils are safe during planned works	WP JG	£25,000	• Staff car park will have sufficient capacity for all staff and visitors to park without having to block others in • Staff wellbeing will be improved when they don't have to move cars during the working day or worry about car park capacity
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INTENTION We intend to further develop our Christian distinctiveness & vision				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Spirituality: To further develop the Christian distinctiveness of the school community	• Generate a definition of spirituality involving pupils and staff • Create time and opportunities for pupils to reflect ('Magic Spots', Spiritual Garden, Prayer Spaces) • New RE lead to attend diocesan training	CB	resources for prayer spaces staff training £95	• Impact will show pupils are able to discuss and experience spirituality, awe and wonder • A shared understanding of spirituality will lead to a common language that can be used in discussion
Vision: To create a vision statement that reflects the schools' aspirations and a mission statement to accompany it	• Generate a vision that is rooted in Biblical teaching that reflects the Christian foundation of the school • Generate a mission statement that states how we will achieve our vision	JG & POB & CB	Posters/ lettering around school	• By creating a shared vision and mission statement for the school, the impact will be ownership and a shared sense of purpose
RE: To work alongside the Ascot Cluster to further develop staff understanding of the resource 'Understanding Christianity'	• Facilitate RE leads in CE schools in the cluster to network to share planning, ideas and moderate learning in RE across the school • Support teachers in planning to use the resource • CPD to begin to understand the new SIAMS framework	CB	staff training RE leadership time	• Impact will show the resource supports teachers with their understanding of teaching Christianity • Impact will show pupils continue to enjoy excellent RE lessons • Impact will show standards of attainment in RE continue to be at least in line with national averages for core subjects

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