

Holy Trinity CE Primary School School Development Plan

September 2025-2026



Believe • Achieve • Inspire •

SCHOOL VISION

Our vision is for our pupils to flourish in an inclusive, inspirational place of learning where we are happy, respectful, kind and safe.

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

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

- 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 our pupils to reach their potential in 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**.
- we create a culture of vigilance to **safeguard** all children.

TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Autumn 1 2025	CORE SUBJECTS: to continue to deliver excellent learning opportunities that result in high standards of attainment. Ensure teachers' subject knowledge is secure and opportunities for quality CPD are offered. BEHAVIOUR: To share with parents a consistent whole-school approach to managing emotions via the Attachment Aware Silver accreditation. INTERNET SAFETY: To ensure pupils know how to keep themselves safe on-line. PHYSICAL & MENTAL HEALTH: To focus on pupil and staff wellbeing and further embed Spacemakers. LIFE SKILLS: To continue to provide opportunities for pupils to develop their life skills, including mindfulness. DIVERSITY: To continue to plan opportunities and activities that provide exposure to diversity for all our pupils. HOLY TRINITY CURRICULUM: To embed our curriculum and continue to use Big Books to show evidence of learning in Music, Religion and World Views Education and Computing Y1 – Y6.	Embed a whole school approach to developing opportunities for all to explore spirituality: To use Space Makers as a main tool to provide opportunities for pupils and staff to explore spirituality. Impact will show pupils and staff benefit from taking time to reflect, explore and focus on themselves. This may also have a positive impact on relationships with each other.
Term 2 Autumn 2 2025		Embed The Holy Trinity Way and further develop coaching practice in staff teams: To provide quality and meaningful CPD and coaching for teachers to be reflective on their own practice and enhance the learning experience for pupils. Impact will show teachers are self-aware of their teaching strategies and coaching support is provided by Heads Team to further develop teaching and learning.
Term 3 Spring 1 2026		Opportunities for pupils to produce independent writing: To ensure pupils have opportunities for extended, independent pieces of writing across the curriculum. Impact will show pupils are producing extended pieces of writing across subjects to apply skills and GPS taught in The Write Stuff lessons.
Term 4 Spring 2 2026		Embed a whole school approach to developing opportunities for all to explore spirituality: To use Space Makers as a main tool to provide opportunities for pupils and staff to explore spirituality. Impact will show pupils and staff benefit from taking time to reflect, explore and focus on themselves. This may also have a positive impact on relationships with each other.
Term 5 Summer 1 2026		Embed The Holy Trinity Way and further develop coaching practice in staff teams: To provide quality and meaningful CPD and coaching for teachers to be reflective on their own practice and enhance the learning experience for pupils. Impact will show teachers are self-aware of their teaching strategies and coaching support is provided by Heads Team to further develop teaching and learning.
Term 6 Summer 2 2026		Opportunities for pupils to produce independent writing: To ensure pupils have opportunities for extended, independent pieces of writing across the curriculum. Impact will show pupils are producing extended pieces of writing across subjects to apply skills and GPS taught in The Write Stuff lessons.

INTENTION	IMPLEMENTATION SCHOOL DEVELOPMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
We intend to continue to provide an excellent, inclusive Curriculum and Teaching	Independent Writing: To provide pupils with a variety of opportunities across the curriculum to produce independent writing. Early Reading: To continue to ensure all staff are trained in ELS to ensure pupils master early reading whatever year group they are in. CPD (WalkThrus) To provide quality and meaningful CPD and coaching for teachers to be reflective on their own practice and enhance the learning experience for pupils.	➤ Impact will show pupils are able to apply writing skills taught and practiced in The Write Stuff lessons and produce longer pieces of writing. ➤ Impact will show the percentage gap of children achieving expected in Writing compared to Maths and Reading is closing. ➤ Impact will show pupils make good progress in reading across all year groups. ➤ Impact will show a consistent and effective suite of teaching strategies are employed purposefully by staff.
We intend to continue to focus on pupils' Achievement	Year 1 attainment: To carefully plan adapted learning to meet the needs of this cohort. Adapt teaching to focus on early reading and writing. Greater Depth Writers: To ensure GD writers have the opportunity to develop and master their writing.	➤ Impact will show accelerated progress of Year 1 cohort in early reading and writing to be more in line with national averages. ➤ Impact will show pupils independent writing displays consistent characteristics of greater depth of at least 10% per class.
We intend to focus on further developing positive, inclusive Behaviours and Attendance	Behaviours: Continue to ensure all pupils are safe and happy in school. Any bullying behaviours are reported and dealt with swiftly and appropriately by adults. Attendance: Leaders work closely with families who cause concern for attendance. Appropriate and timely support is given to improve attendance.	➤ Impact will show reduced number of reported incidents and pupils feeling confident to report any concerns. ➤ Impact will show any swift and timely interventions into reported bullying behaviours has a positive result. ➤ Impact will show % of persistent absence is reduced. ➤ Impact of timely and appropriate interventions/support for pupils whose attendance is causing a concern will show in improved attendance data for those pupils.
We intend to promote wider opportunities for Inclusion, Personal Development and Wellbeing	Spirituality: To have a shared understanding of what is meant by 'Spirituality'. Plan specific opportunities in Collective Worship and throughout the curriculum for pupils to experience this. PSHE Curriculum: To ensure Holy Trinity plans in this area are updated to reflect pupil need at Holy Trinity. British Values: Ensure they are known by pupils and incorporated into our Holy Trinity Curriculum.	➤ Impact will show a shared definition and understanding of spirituality positively affects planned opportunities across the curriculum for all community members to experience this. As a result, all community members feel more fulfilled and this positively impacts their sense of wellbeing. ➤ Impact will show PSHE is well taught and well-sequenced. Pupils personal, spiritual, moral, social and cultural development is well planned and prioritised. ➤ Impact will show pupils know and live British Values; linked to our school vision, rules and values.
We intend to continue to provide excellent Leadership & Governance	School Vision: To continue to embed and monitor the impact of our vision. Highlight and celebrate all community members living our vision. Governance: To provide appropriate training for those new to roles. CPD for staff: To develop a bespoke programme to reflect SDP and individual needs. Ensure The National College CPD offer is utilised as appropriate. Emotion Coaching: To continue our emotion coaching practice and extend this knowledge to the parent body.	➤ Impact will show our vision is known and lived by all school community members. ➤ The impact that celebrating those who live our vision is to inspire others and to create an authentic environment that reflects our vision. ➤ Impact will show that Governors are confident and trained to fulfil their role of support and challenge to school leaders. ➤ Impact will show staff are well-trained and feel fulfilled in their work. ➤ Impact will show parents providing successful emotion coaching practice reflecting and working in tandem with the school's approach. (Silver Attachment Aware award achieved).
We intend to continue to invest in and further develop our premises & facilities	Playtime activities: inside and out. Outdoor facilities: Re-surfacing of staff car park. Premises: windows in hall and corridor replaced. LED lighting fitted in hall. Hall decorated and floor replaced. Flooring in Reading Room replaced.	➤ Impact will show pupils are enjoying playtimes and the range of activities caters for all pupils' needs. ➤ Welcoming and attractive site. ➤ Hall space is in good repair and our carbon footprint is reduced.
We intend to further develop our Christian distinctiveness & vision	Collective Worship: To provide opportunities for stillness and reflection in Collective Worship. To develop leadership across whole school to create a child-led special place for worship. RE: To continue to deliver an effective Religion and World Views curriculum with planned opportunities for deep thinking and independent writing. To introduce and celebrate the global nature of the Christian Religion. SIAMS: To create SIAMS self-evaluation working document & to provide CPD for stakeholders.	➤ Impact will show increased opportunities during Collective Worship for stillness and reflection. ➤ Spiritual Leaders are instrumental in promoting Prayer Spaces. Pupils find the spaces inspiring and comforting. ➤ Impact will show staff are confident in RE teaching and assessment. ➤ Impact will show pupils' knowledge and understanding in RE is progressive and provides opportunities in RE for deep thinking & learning. ➤ Impact will show pupils are in receipt of engaging and relevant RE. ➤ Impact will show a development in pupils' understanding of Christianity as a global faith

INTENTION We intend to continue to provide excellent, inclusive CURRICULUM AND TEACHING				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Independent Writing: To provide pupils with a variety of opportunities across the curriculum to produce independent writing. Governor visit focus	- To continue to embed The Write Stuff approach, interspersing grammar and reading lessons within units, and use it across the curriculum. - Provide opportunities for pupils to show GD writing skills across the curriculum. - Monitor English books to ensure reading and grammar sessions are taught between Sentence Stacking lessons, especially in narrative units. - Monitor other curriculum books to ensure Writing Lenses are being used outside of English lessons in KS2. - Look at 'end tasks' on planning and books for evidence of independent writing. - Review how writing is taught at Holy Trinity with reference to the Writing Framework (July 2025). - Use audits in Writing Framework to reflect upon current practice. - Writing interventions in place for pupils working below ARE: transcription skills such as handwriting and spelling and Pie Corbett 'Improving Sentences' work alongside SPaG support. - Monitor effectiveness / impact of interventions by reviewing data.	SH	TDM time Leadership Time	- Impact will show pupils are able to apply writing skills taught and practiced in The Write Stuff lessons and produce longer pieces of writing. - Impact will show the percentage gap of children achieving expected in Writing compared to Maths and Reading is closing.
Monitoring/ impact: - Inset Day session in September: - English Expectations document created and shared with staff. This provides a reminder to all and reinforces clear expectations and a consistent approach. - New Writing Framework (non-statutory) summary and overview documents created and shared with staff. Staff aware of new framework. - Greater Depth writing objectives written for Y1 – 6 and shared with staff. This allows for teachers to ensure they are challenging the GD writers. - Formal / Informal Writing Guidelines for KS2 shared with staff. This helps with teacher subject knowledge, which will in turn support writing. - Monitoring of books in November and feedback sent to staff - areas for improvement identified - TDM January – handwriting focus (area identified for improvement) and discussion on independent writing - Teachers completing Independent Writing grid for years 1 - 6 across all subjects. Ongoing. Finished grids will provide substantial information on independent writing across the curriculum and adjustments needed for next academic year. - Monitoring in May still demonstrated inconsistencies with handwriting. As a result, questionnaire sent round to staff and scheme investigated. - Meetings re handwriting held with teachers and TAs – May and June 03/06/26 - End of KS2 writing moderation – 2 GD, 2 EXS and 1 WT writers looked at and judgements agreed. Moderators impressed by the amount of cross-curricular writing. 09/06/26 – internal writing moderation. Feedback from external moderation shared to improve overall practice and give up-to-date information. GD and borderline writers across year groups looked at and judgements agreed.				

Early Reading: To continue to ensure all staff are trained in ELS to ensure pupils master early reading whatever year group they are in.	• New EYFS/KS1 staff to complete ELS phonics training. (ML and SS) • Subject leaders to speak with class teachers to identify interventions provided for those in need to early reading/phonics intervention. • Subject leaders to organise September TA meeting to assess TA support and needs for the year ahead. • Subject Leaders to organise any necessary training and resources for the year ahead for TAs working with Early Reading • CPD ensures that all teaching staff have a thorough knowledge and understanding of ELS phonics scheme taught at Holy Trinity • Subject leaders to conduct termly review to monitor progress made by pupils in need of early reading support • Subject leaders to monitor Early Reading interventions throughout the school to ensure they are consistently occurring. • Subject leaders to monitor year progress made by children in KS1 and KS2	ST & ML	TDM time Leadership Time ELS annual cost: £	➤ impact will show pupils make good progress in reading across all year groups. ➤ Impact will show pupils' knowledge and understanding in reading is progressive and provides opportunities for timely intervention if necessary.
Monitoring/impact: ➤ TA mtgs conducted ➤ Training undertaken ➤ Resources purchased ➤ End of year data shared ➤ 83% Y1 passed phonics screening test				
CPD (WalkThrus): To provide quality and meaningful CPD and coaching for teachers to be reflective on their own practice and enhance the learning experience for pupils.	• Heads Team continue to choose which WalkThrus are the most relevant for whole school focus. • Monitor current expected techniques to ensure consistency (especially with new staff) • TDMs planned to introduce new techniques • Plan manageable and purposeful monitoring and coaching programme • Heads Team monitor and coach appraisees	Heads Team	• TDM time • Leadership time	➤ Impact will show a consistent and effective suite of teaching strategies are employed purposefully by staff. ➤ Teaching and learning is accessible to all and low level disruptive behaviour is rare. ➤ Transitions in lessons are smooth. ➤ All pupils able to access learning and engage purposefully in lessons.
Monitoring/impact: ➤ Holy Trinity Way Aut 23 - Google Slides				

INTENTION We intend to continue to focus on PUPILS' ACHIEVEMENT				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Year 1 Attainment: To carefully plan adapted learning to meet the needs of this cohort. Adapt teaching to focus on early reading and writing.	- Comprehensive handover from Reception teacher to Y1 teachers. - Adapt Y1 planning in Autumn term and set-up to reflect needs of pupils still accessing EYFS curriculum. - Use ELs phonics to plan carefully to meet the needs of pupils – including intervention phonics groups for identified pupils. - Conduct phonics baseline in September. - Track progress in phonics knowledge. - Plan volunteers to read daily with Y1 pupils. - SACC committee to track progress of this cohort carefully. - Pupil Progress Meetings held to discuss and identify barriers and solutions.	CB/GOB	- Leadership time - Intervention time	- Impact will show accelerated progress of Year 1 cohort in early reading and writing to be more in line with national averages. - Y1 pupils ready for transition into Y2 at the end of the year. - Phonics screening target: 80% (24 pupils)
Monitoring/ impact: ➤ Planning and teaching in Y1 adapted to meet needs of pupils and to ensure ELGs are secure ➤ SACC committee in receipt of detailed analysis of Y1 baseline and ongoing attainment data and teaching priorities ➤ Y1 staff carefully planning phonics and phonics interventions to meet the needs of the pupils ➤ Progress tracked termly ➤ Spring Pupil Progress Meeting undertaken and barriers identified including SEMH needs ➤ Phonics sessions in Y1 split into 2 groups to cater for need of the children (based on Autumn Data) ➤ Progress has been tracked in phonics November and March (to be included in Spring Data) ➤ Phonics sessions in Y1 split into 3 groups to cater for the needs of the children (Spring 2 Term) ➤ Chair of Governors visit Year 1 on Thursday 5th and Friday 6th March to observe cohort. ➤ End of year data: Phonics: 83% Reading: 67% (17% GDS) Writing: 70% (10% GDS) Maths: 76% (17%)				
Greater Depth Writers: To ensure greater depth writers have the opportunity to develop and master their writing. Governor visit focus	- CPD time for staff to moderate and assess writing using Writing Essentials - Cluster and internal moderation of writing for teachers to share ideas and compare GD writing pieces - Focus on Pupil Progress meetings for identifying GD pupils and discuss plans for writing opportunities. - Ensure 'End Tasks' on subject plans are clear and include opportunities for independent writing that could show GD skills - Monitor writing across the curriculum opportunities through book looks, planning monitoring and teaching and learning monitoring.	SH	- Pupil Progress Meeting time - Leadership time - TDM time - Writing moderation time	Impact will show pupils independent writing displays consistent characteristics of greater depth of at least 13% per class.

Monitoring/impact:

- Inset in September - Greater Depth writing objectives written for Y1 – 6 and shared with staff. This provides challenge for GD writers.
- Pupil Progress meetings for each class took place from Autumn data and had a focus on GDS writers – need to allocate specific time each half term to produce independent writing
- Internal moderation of writing for autumn data was useful for teachers to check judgements
- 04/03/26 – Cluster writing moderation @ Charters
- Governor visit: stakeholder understanding
- Matrix of independent writing opportunities across the curriculum produced with teachers
- 03/06/26 - End of KS2 writing moderation – 2 out of 5 GD writers looked at and judgement agreed.
- 09/06/26 – internal writing moderation. Feedback from external moderation shared to improve overall practice and up-to-date information. GD writers across year groups looked at and judgements agreed.

INTENTION We intend to continue to focus on FURTHER DEVELOPING POSITIVE, INCLUSIVE BEHAVIOURS AND ATTENDANCE				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Behaviours: To continue to ensure all pupils are safe and happy in school. Any bullying behaviours are reported and dealt with swiftly and appropriately by adults.	• Ensure pupils know school rules and vision • Ensure parents are aware of school rules and Behaviour Policy and Anti-Bullying Policy • Ensure classrooms have Worry Boxes/Monsters and the pupils know about them • Ensure pupils know about how to report a concern • Ensure all staff investigate reported concerns thoroughly and follow procedure as appropriate • Report any incidents of bullying to the governing board • Parent questionnaire to be sent out in October • Pupil questionnaire to be sent out in October	JG	• TDM time • CW time	➤ Impact will show reduced number of reported incidents and pupils feeling confident to report any concerns. ➤ Impact will show any swift and timely interventions into reported bullying behaviours has a positive result. ➤ Parent and pupil questionnaire will show positive statements regarding behaviours at Holy Trinity.
Monitoring/ impact: ➤ Questionnaire for parents and pupils undertaken in October. ➤ All classrooms + Pastoral Hub have Worry Boxes/Monsters and children know where they are and how to use them. ➤ EYFS have Calm Corner to be used to let staff know they're feeling upset about something. ➤ CPOMS being used to record all reported behaviour incidents with follow up actions. ➤ SIAMS report commented on good relationships and kind behaviours.				
Attendance: Leaders work closely with families who cause concern for attendance. Appropriate and timely support is given to improve attendance.	• Liaise with EWO to identify pupils causing concern • Contact parents as advised by EWO • Continue to forge positive relationships with parents whose children are causing concern with their attendance • Identify any barriers and plan support as appropriate	JG	• Leadership time	➤ Impact will show % of persistent absence is reduced and remains below national average ➤ Impact of timely and appropriate interventions/support for pupils whose attendance is causing a concern will show in improved attendance data for those pupils.
Monitoring/impact: ➤ EWO meeting December and March – attendance data remains positive ➤ Meetings with individual families causing concern – continuing to build positive relationships ➤ IDSR shows attendance is not an area of concern ➤ Attendance data shared with Governors termly ➤ Admin Officer attended attendance network mtg				

INTENTION We intend to promote wider opportunities for PERSONAL DEVELOPMENT AND WELLBEING				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Spirituality: To have a shared understanding of what is meant by 'Spirituality'. Plan specific opportunities in Collective Worship and throughout the curriculum for pupils to experience this. Governor visit focus	- Work as Governing board to produce Holy Trinity's definition of spirituality - Share the definition with the school community - Train staff to use Spacemakers as a vehicle for stillness and moments of reflection/spirituality - Use Spacemakers in Collective Worship (whole school and class/Key Stage) - Identify and plan for opportunities to experience spirituality in the curriculum - Employ our Spiritual Leaders to gather pupil and staff voice	CB & JG	- TDM time - Leadership time	- Impact will show a shared definition and understanding of spirituality - This definition positively affects planned opportunities across the curriculum for all community members to experience this. - As a result, all community members feel more fulfilled and this positively impacts their sense of wellbeing and spiritual growth.
Monitoring/impact: - Definition created and shared widely in school community. - Training for staff on Spacemakers. - Spacemakers used in TDMs , INSETS and Governor meetings - CW monitoring shows Spacemakers being used - See SIAMS report for 'notable strength' that 'school takes many opportunities to promote pupils' spiritual development. As a result, pupils show a growing awareness of themselves as spiritual people.'				
PSHE/RHSE Curriculum: To ensure Holy Trinity plans in this area are updated to reflect pupil need at Holy Trinity.	- Review RSE Statutory Guidance produced in July 2025 by Department for Education. Identify all aspects relating to Primary Schools. - Review and update School's PSHE/RHE Policy (if appropriate) in line with the new Statutory Guidance - Update school's website with KAPOW curriculum maps as appropriate (remove Scarf material) - Organise external workshops / webinars / speakers, eg. NSPCC/ - Check with Class Teachers to ensure all following curriculum map in KAPOW to deliver PSHE/RHE. Identify any concerns about content and / or resources with KAPOW - Book look to see coverage of PSHE / RHE curriculum across the school. Collate examples of work for Big Book. - Staff to trial assessments within KAPOW for each unit. Take feedback on usefulness of the assessments and consider what is done with that knowledge. - Review any changes to curriculum or updates.	FF	Annual Kapow subscription for 7 subjects in total.	- Impact will show PSHE is well taught and well-sequenced. Pupils personal, spiritual, moral, social and cultural development is well planned and prioritised. - Impact will show pupils are receiving sound PSHE/RHSE teaching covering all areas of the curriculum. - impact will show effective resources are being utilised and teachers are confident in their subject knowledge and how/where PSHE/RHSE fits with other subjects (Science, ICT, PE, RE)

	Ensure parents are advised on content of lessons especially sex education as part of the science curriculum (Years 4-6).			
Monitoring/impact: - Kapow now bought in as SOW. - NSPCC workshops booked for spring 2026. - New curriculum to be in place for September 2026 - Policy reviewed in light of new guidance - Letters sent to Y5 and Y6 advising of lessons involving sex ed.				
British Values: To ensure they are known by pupils and incorporated into our Holy Trinity Curriculum.	- Ensure British Values are included in CW plan and known by the school community - Explain how Holy Trinity's values, vision, rules and curriculum mirror the British Values - Include British Values and links to our values etc on our website - In Holy Trinity Curriculum, identify and highlight specific links and matches with FBV. - Also identify opportunities in HT curriculum to explore and explain FBV with pupils. - School Council gather pupil voice	JG	- Leadership Time - School Council time	- Impact will show pupils know and live British Values; linked to our school vision, rules and values. - School community aware of how Holy Trinity's values and policies align with British Values.
Monitoring/impact: - Fundamental British Values (FBV) planned for whole school Collective Worship in Spring Term - FBV included in Headteacher's Report to Governors - FBV included on our website here alongside our vision.				

INTENTION We intend to continue to provide excellent LEADERSHIP & GOVERNANCE				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD PERSON(S)	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
School Vision: To continue to embed and monitor the impact of our vision. Highlight and celebrate all community members living our vision. Governor visit focus	- Ensure vision is known by school community - Ensure vision is shared on our website and on display in our school - Ensure staff and pupils know how to live our vision - Celebrate school members living our vision - Showcase members living our vision on display in school and on our website	JG	Leadership time	- Impact will show our vision is known and lived by all school community members. - The impact that celebrating those who live our vision is to inspire others and to create an authentic environment that reflects our vision.
Monitoring/impact: - Vision is well known and shared widely. - Our website clearly shares our vision. 'Living the Vision' display in hall shows pupils who have received a Living the Vision certificate. - Weekly newsletter includes our vision statement. - SIAMS report stated 'Vision, values and mantra are clearly understood and enthusiastically followed.'				
Governance: To provide appropriate training for those new to roles.	- Provide training for new safeguarding governor - Ensure new to role governors undertake necessary induction training from AfC and ODBE - Provide opportunities for new governors to shadow governor leadership roles where appropriate - Provide a peer governor support programme to support new governors in their role	JS/JG/CE	- Leadership time - Some training costs dependant on courses - National College annual cost: £	- Impact will show that Governors are confident and trained to fulfil their role of support and challenge to school leaders. - New governors will feel informed about their role and expectations of them.
Monitoring/impact: see Headteacher's report for record of Governor training and roles				
CPD for staff: To develop a bespoke programme to reflect SDP and individual needs. Ensure The National College CPD offer is utilised as appropriate.	- Plan termly TDMs to reflect the SDP priorities - Engage in ODBE training and networks - Engage in AfC training where appropriate - Engage in cluster AfC networks for subject leaders - Engage in cluster AfC for EYFS - Engage in cluster AfC for SENDCo and DT	JG	National College annual cost:	Impact will show staff are well-trained and feel fulfilled in their work.

Monitoring/impact:

- see Headteacher's report for record of staff training on-going

Emotion Coaching:

To continue our emotion coaching practice and extend this knowledge to the parent body.

- Work with the virtual school at AfC to plan the project and work needed.
- Work with our Educational Psychologist to prepare material for parent sessions
- Plan dates for parent sessions
- Invite parents to these sessions
- Arrange a parent talk from Hestor Bancroft

JG/FF

- Leadership time
- Hestor Bancroft parent talk: £450

- Children will feel supported in managing their emotions be and able to access learning in a safe space
- Staff and parents will be able to identify any barriers to pupils learning related to their emotional regulation
- Staff and parents will have tools and strategies to be able to use to support children with their emotional regulation
- We will be awarded the Silver Attachment Aware Award in recognition of the success of this project
- Stakeholder voice will show a positive impact

Monitoring/impact:

- JG attended launch
- JG met with school EP to plan project
- Initial audit completed
- Dr Hestor Bancroft presented 'Building Resilience with your Children' talk to parents Nov 27th. (16 + 7 staff parents attended)
- Parent workshop planned for 9th March – invited parents via newsletter. 22 parents attended and positive feedback was provided
- Second parent workshop delivered on 22nd April – 17 parents attended
- [Website updated](#) to provide support, information and guidance for parents.
- Silver Award received

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
Collective Worship: To provide opportunities for stillness and reflection in Collective Worship. Governor visit focus	- Train staff in Spacemakers approach - Provide classes with stilling artefacts to provide a focus for pupils/staff - Produce CW plans to include opportunities for stillness/Spacemakers - Spiritual leaders to gather pupil and staff voice regarding these opportunities	CB	- Focus areas in classrooms - Leadership time - TDM time	- Impact will show increased opportunities during Collective Worship for stillness and reflection. - Pupils and staff voice will show a positive welcoming of these opportunities
Monitoring/impact: - Spiritual Leaders team established and goals established. - Spacemakers included in CW planning for each term. - Spiritual Leaders to conduct Pupil/Staff voice regarding CW (July)				
Collective Worship: To develop leadership across whole school to create a child-led special place for worship.	- Collective Worship tables/focus points in each class - Spiritual Leaders to develop Prayer Spots around the site - Spiritual Leaders work alongside CW lead to plan and deliver CW - Spiritual Leaders work alongside CW lead evaluate CW	CB	- Focus areas in classrooms - Leadership time - TDM time	- Spiritual Leaders are instrumental in promoting Prayer Spaces. Pupils find the spaces inspiring and comforting. - Collective Worship times include pupil leadership and their ideas
Monitoring/impact: - Spiritual leaders led a CW on Foodbanks and made an appeal for Christmas Treats for the Foodbank - Spiritual Leaders have developed prayer trees in the school for children to reflect and write their own prayers. These are read out during KS CWs.				
SIAMS To create SIAMS self-evaluation working document & to provide CPD for stakeholders.	- JG and CB to attend training on SIAMS SEF - SEF produced to showcase examples - ODBE website checklist also used to ensure preparedness - Provide CPD for all staff to ensure all aware of SEF - Work alongside ODBE adviser	JG & CB	- ODBE training - TDM time - Leadership time	- Impact will show a strengths of Holy Trinity as a church school. - Staff and Governors well-equipped to live up to our church foundation. - School well-prepared for SAIMS inspection
Monitoring/impact: - See SIAMS SEF on our website here - See 'Our Church School' tab on our website here - Successful SIAMS visit with our school been awarded Judgement 1 – the school is living up to its foundation as a church school enabling the community to flourish.				
RE To introduce and celebrate the global nature of the Christian Religion.	- Provide CPD for staff - Attend ODBE RE network meetings - Plan a whole school Global Christianity day - All classes to produce a cross to represent their country	CB	- Leadership time - TDM time	- Impact will show a development in pupils' understanding of Christianity as a global faith - Impact will show a greater appreciation of the diversity of Christianity across the globe

	• Display to showcase crosses and how they represent Christianity across the globe. • Ensure website details learning about global Christianity			
Monitoring/impact: ➤ CPD provided in INSET ➤ ODBE RE network meetings attended (see training record in Headteacher's report) ➤ Display in hall represents each class's learning about global Christianity ➤ Opportunities to celebrate Global Christianity included in CW planning (Christmas Art) ➤ Global Christianity and opportunities for social justice are in it's infancy. To continue with this project next year.				
RE To continue to deliver an effective Religion and World Views curriculum with planned opportunities for deep thinking and independent writing. Governor visit focus	➤ RE leader to ensure Holy Trinity RE planning reflects best practice ➤ Ensure all pupils and staff understand what 'Religion and World Views' learning and teaching encompass ➤ Ensure Knowledge Organisers are relevant, child-friendly and used to good effect. ➤ Monitor Big Books and RE books ➤ Monitor the teaching and learning in RE across the school ➤ Gather pupil voice about their experiences in RE lessons	CB	• Leadership Time • TDM time	➤ Impact will show pupils are in receipt of engaging and relevant RE. ➤ Impact will show pupils' knowledge and understanding in RE is progressive and provides opportunities in RE for deep thinking & learning. ➤ Impact will show staff are confident in RE teaching and assessment.
Monitoring/impact: ➤ Book Look completed October 2026 ➤ Heads Team planned Big Book look for Spring Term (completed) ➤ Governor RE teaching and learning monitoring visit set up for April 2026. ➤ Successful Governor Visit – see visit Report and Heads Report				

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
Outdoor facilities: Refurbishment of staff car park and security gates.	- Obtain quote - Once decision made, arrange contractor and time for works to be completed. - Ensure risk assessment in place if work during term time.	WP	£	- Car park is big enough for staff to all park in safely. - Spaces for visitors to the site available.
Monitoring/impact: - Approached two contractors to visit and give quote - One contractor has visited – awaiting quote				
Tree management: Have a plan in place to ensure trees are managed and safe.	- Obtain quote - Agree at F&R committee - Begin contract for tree management	WP	£3,500 (EYFS tree work £7K pa £350 for removal of OPM	- Trees are inspected regularly - Cost is known and budgeted for - Trees are safe and healthy
Monitoring/impact: - Quote obtained - F&R in agreement to go ahead with the contract Nov 25 - Initial survey undertaken Dec 25 - Trees managed June 2026 - OPM – 5 nests removed June 2026				
Premises - hall: Repairs in hall and area leading up to the hall.	- Quote for repainting and repairing walls leading up to hall and in hall. - Remove display boards. - Replace windows. - Replace hall flooring. - Replace carpet in area leading up to hall with laminate flooring. - Replace lighting with LED lights. - Communicate with Diocese re capital and decarbonisation funding.	WP	- Redecoration: £7K - Flooring: £ - Windows: (use decarbonisation fund) £ - LED lighting £	- Hall is bright, clean and welcoming space. - Carbon footprint is reduced. - Thermal insulation reduces need for heating.
Monitoring/impact: Quote for replacing hall flooring received				
Technology: To improve pupils and office staff hardware	- Investigate options for phone line changes - Investigate replacing pupil iPad and laptop stock - Replace photocopier	WP & JG	£ - Tbc - Awaiting quotes	- Pupils have access to good technology to enhance learning. - School phone line is fit for purpose

Monitoring/impact: ➤ Pupil laptop quote from TSI £422.95 per laptop ➤ Total in parental contribution IT fund: £2k (Dec 25) + £1K prize money from competition				