

Holy Trinity CE Primary School

School Development Plan

September 2020 - 2021



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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INTENTION		IMPLEMENTATION	IMPACT
TERM	YEAR	KEY DEVELOPMENT FOCUS AREA	
Term 1 Autumn 1 2020	CORE SUBJECTS: to continue to deliver excellent learning opportunities that result in high standards of attainment. Introduce 'The Write Stuff' approach to writing across the school. 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 and MENTAL 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	School re-opening: To ensure gaps in learning due to school closure are identified and a fit for purpose curriculum is devised. Identify any pupils in need of additional catch-up teaching and plan appropriate delivery. Impact will show effect of school closure on pupil attainment and wellbeing is closely monitored and addressed as necessary.	
Term 2 Autumn 2 2020		Relationships and Health Education: To make preparations for the new RHE curriculum. Impact will show parents are aware of the planned changes to the RHE curriculum. Policy will be in place and Staff will feel prepared to deliver the curriculum from Spring 2021.	
Term 3 Spring 1 2021		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 4 Spring 2 2021		Art: To further develop teaching and learning in art. Impact will show art across the school allow opportunities for pupils to develop skills and experience a wide range of media. Impact of CPD will show teachers are more confident to deliver high quality art sessions. Progression of art skills across the school will be evident.	
Term 5 Summer 1 2021		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 2021		Curriculum Review: To review our creative curriculum. Impact will show topic based learning is enabling pupils to develop knowledge, practise skills and enhance life skills. Opportunities to build on diversity and inclusion are maximised to engage all pupils.	

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	SCHOOL DEVELOPMENT	EXPECTED OUTCOMES AND SUCCESS
We intend to continue to provide an excellent Quality of Education	Curriculum: 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. RHE curriculum training will take place and consultation of parents will begin. Pupils in need of catch-up provision will be identified and targeted for additional support. CPD to support staff in teaching RHE, science, art and DT	- 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 RHE, science, art and DT. - Impact will show parents are aware of the planned changes to the RHE curriculum. Policy will be in place and staff will feel prepared to deliver the curriculum from Summer 2021.
We intend to focus on further developing positive Behaviours and Attitudes	Peer relationships: To extend the Buddy System into KS1. Behaviour: To support pupils with their understanding of how to keep safe and healthy especially through RHE curriculum. Internet Safety: To ensure pupils know how to keep themselves safe on-line and especially in the scenario of Remote Learning.	- 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 healthy relationships will increase. Pupils and parents will be fully informed of and supportive of the RHE curriculum content. - Impact will show that pupils, parents and staff have the knowledge to stay safe & healthy including on-line and in the scenario of Remote Learning.
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 across the curriculum	➢ 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.
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 School re-opening: Clear procedures shared Staffing restructure: Leaders are well supported	- Impact will show staff will feel valued, supported and fulfilled in their work. - School is a safe place to be and risk assessments during restrictions are robust - School operates smoothly and effectively; leaders responsibilities are known
We intend to continue to invest in and further develop our Premises & facilities	Playtime activities: inside and out Outdoor facilities: Adventure Playground for KS2 Expansion of staff car park. Health & Safety: Ensure our site is as safe as it can be for staff and pupils during COVID 19	- 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 KS2 taking risks, developing gross motor control & enjoying social times with peers. - Impact of an effective risk assessment for COVID procedures
We intend to further develop our Christian distinctiveness & vision	Spirituality: Staff and pupil understanding of spirituality Vision: monitor how the vision is lived out and lived through the Mission Statement RE: Staff are in receipt of training and support by Diocese and local cluster	- 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 that is a lived experience for our community - Staff are confident in RE teaching - Pupils are in receipt of engaging and relevant RE

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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 provide a creative curriculum tailored to our pupils at Holy Trinity	• ensure long term curriculum plans include complete coverage for all subjects. • Subject leaders to monitor planning, lessons and work to ensure progression and coverage across the school • Topic books will showcase pupils' learning and provide opportunities for creative presentation and extended writing	MW	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
Monitoring/impact: ➤ INSET on 7/6/21 was an opportunity for all subject leaders to monitor planning, books, environment and resources for their subject(s). As a result of this extensive monitoring, the new SDP will be formed. ➤ Discussions around how to collate evidence for practical subjects; following the success of the RE Big Book, similar approach will be taken for DT, Computing, PE and Outdoor Learning. ➤ Despite restrictions, trips and visits have been planned once allowed to enhance the curriculum and inspire pupils.				
Curriculum: To make preparations for the new Relationships and Health Education curriculum	• Research guidance and recommendations • Produce a school RHE policy • Consult with parents re the policy and curriculum content • Include pupil voice in curriculum content choices • Provide CPD for staff • Research appropriate resources to support teachers in the delivery of the RHE curriculum • Monitor the effectiveness of the curriculum and resources • Trial the RHE curriculum in a KS1 and KS2 class in spring term 2021	JG	RHE resource – SCARF on-line & Life Base (staff training included): £710 Subject leader	• 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 • Staff feel confident in subject knowledge to deliver the new curriculum

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			training: £174 & £45	
Monitoring/impact: ➤ All DfE docs read and consulted ➤ PSHE Association membership organised – advice, planning, resources and documents used to inform policy and curriculum ➤ Discussion with cluster school Heads to ensure similar approach across the local area ➤ Subject leader attended training ➤ Staff received training from Coram Education (SCARF resources) ➤ Pupils received a virtual Life Base session in Autumn 2020 ➤ Policy shared with stakeholders ➤ Staff training and policy discussion 27/04/21 ➤ Consultation online for parents May/June 2021				
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 • Purchase required resources for effective DT learning • DT Leader to monitor long term planning and learning evidence for DT to ensure progression and coverage across the school	JR - HUGG	staff training Resources DT resources: £680	• Impact will show DT is planned and delivered systematically in all classes and is evident in display • Pupils experience high quality DT learning in engaging and inspiring lessons • Pupils are proud of their DT work • Staff are confident to deliver high quality DT across the school
Monitoring/impact: ➤ DT leader attended training at RBWM and disseminated to staff. Inspired teachers to plan and deliver a DT Wacky Races day. ➤ DT leader conducted an audit of resources and asked teachers for their 'wish list' ➤ DT leader produced required resources needed ➤ Resources ordered ➤ Staff training led by DT lead on 11/05/21 ➤ STEM week planned for w/c 05/07/21. Includes workshops for UKS2. ➤ Governor visit ➤ Celebration of STEM week: Wacky Races 13/07/21				

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Curriculum: To further develop learning and teaching in Science	- Long term planning shows progression and coverage of Science curriculum across the school and linked to topics where appropriate - Create Knowledge Organisers across the school to support the key vocabulary and key facts for each science unit - Use the Knowledge Organisers for assessment purposes - Monitor the use of vocabulary and scientific enquiry in science across the school - Plan a Science Day/Week to motivate and engage pupils in the subject - Include diversity throughout the curriculum when focusing on scientists	EN - HUGG	staff training Resources	- Impact will show science profile across the school is high - Pupils are able to confidently follow lines of scientific enquiry through investigations - Staff feel confident and secure in their subject knowledge of science - Staff feel confident in the assessment judgements of pupils in science - Pupils' use of scientific vocabulary will be age appropriate
Monitoring/impact: - Staff training from science leader: 01/09/20, 02/03/21, 04/05/21 + 08/06/21 focusing on Knowledge Organisers, assessment, science NC coverage, BAME scientists and books linked to science. - Celebrating Science day 09/07/21 to celebrate and raise profile of science (linked to STEM week) - Diversity a real focus and meaningful links made.				
Curriculum: To further develop learning and teaching in Art & Design	- Long term planning shows coverage of a named artist at least once per year - Long term planning shows coverage and progression of skills across the school - Include diversity throughout the curriculum when focusing on culture and artists - Provide CPD for teachers - Research art curriculums to be able to adopt - Visit other schools to be able to share ideas for art - Monitor teaching and learning in art across the school	AP - HUGG	(Kapow approx. £245 pa)	- Impact will show pupils have regular opportunities to take part in skills based art lessons - Pupils knowledge of a range of artists and appreciation of their art will increase - Art will be high profile across the school and evident in display and celebration
Monitoring/impact: - Monitoring shows artist studies in place - Great links to diversity (especially in Black History Month) but will develop links further - Evidence of art and profile of art across the school is high. Links with other subjects clear.				

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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 pupils experience a smooth transition despite the altered arrangements this year. Class teacher to work with parents to ensure pupils' needs are met - Pupils new to Year 1 settle well in to KS1 and are supported by their peers in Y2 to get to know new routines - Pupils across the school have opportunities to work together to develop the school vision (ie School Council developing ideas for the KS2 Adventure Playground)	ST & AP (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 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
Monitoring/impact: ➤ Y1 successfully paired with a Y2 buddy to support them with the transition into KS1; getting to know routines, facilities, adults and friendship support. This has been extended to provide support with reading. ➤ Reception pupils transitioned well despite the different arrangements this year. We were able to offer full time days sooner than expected. The pupils settled well into routines and relationships with parents were established quickly. ➤ School Council, Head Boys and Girls, House Captains established and working well to contribute to the ways school runs and suggest improvements. ➤ KS2 Adventure playground design produced by pupils. Substantial donation from a parent gratefully received.				
Curriculum: To support pupils with their understanding of how to stay safe and healthy	- To arrange for the Life Base to visit virtually to provide a unique and memorable learning environment to explore ways to keep healthy - Include First Aid sessions as part of RHE curriculum for pupils	JG	cost included in RHE planning above	- 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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Monitoring/impact:

- Life Base provided staff TDM and virtual sessions for all classes.
- Teachers using the SCARF materials consistently.
- New RHSE curriculum and resources in place. Including First Aid lessons.
- Excellent provision of online safety learning in all year groups.

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	• PE leaders to ensure progression of skills across the school • Assessment in PE takes place termly • Sports Week in Spring Summer 2021 • 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 • Assessment of key skills in PE is consistent across the school

Monitoring/impact:

- Intra-sport competitions organised for all pupils at the end of each half term. This has provided excellent opportunities for the pupils to compete in a safe environment but also to practice skills delivered during lessons.

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- Sporting clubs available this year (Autumn term 1 and Summer term only): Dance, Multi-skills sport, Football x 2, Mini tennis, Fencing, Cricket, Girls football, netball and basketball, athletics, fencing, cookery, martial arts, choir, multi-sports, art, gymnastics, rounders, Art & Craft
- TAs supporting Magpies delivery of PE lessons to develop their skills
- Specialist Tennis coaches for all classes Y1 – Y6
- Swimming classes for Y3 and Y4 (12 sessions) at St. Georges. Excellent facilities and specialist coaching.
- Teachers using their skill set to deliver specialist PE lessons (dance)
- Sports Week - Summer term w/c 14/06/21. Profile of sport high, parents invited to bubble sports days. Archery for all classes as an introduction to a new sport.
- Outdoor Adventure activities for Y6 residential week.
- PE assessment grids used half-termly to support teacher judgements and next steps.

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

£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

Monitoring/impact:

- Life skills clear on Curriculum Leaflets and shared with parents
- Teachers are planning to develop specific life skills through activities provided and opportunities to develop
- Life skill activities:
 - Pupil Leaderships encourage and develop life skills such as public speaking, organising, leading others, communication, finance planning
 - Buddies develops skills of communication and caring for another
 - Inter and intra sporting competitions developed team work, healthy completion & losing well!
 - Forest School – EYFS & KS1 enjoying weekly visits.
 - Y6 enjoyed the Heathrow Explorers virtual workshop encouraging and developing enterprise and business ventures
 - Y5 Bikeability
 - Y3 and Y4 swimming summer term
- CPD: Forest School

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Diversity: To plan opportunities and activities that provide exposure to diversity for all our pupils	• 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 and curriculum • Monitor long term plans for inclusion of diversity and inclusion so that our pupils at Holy Trinity can relate to their learning. They will also be introduced to other cultures, ways of life and experiences. • Celebrate Black History Month through the Arts	JG	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
Monitoring/impact: ➤ Opportunities for diversity in the curriculum identified. (See history, science, art, English) ➤ UKS2 produced a display based on Black Heroes Past and Present – the pupils really engaged well and were inspired to explore characters further. Offering pupils the safe space to discuss race and racism in an age appropriate way offered them the opportunity to ask questions and engage in discussion. ➤ Subject monitoring evidenced an impressive increase in exposure and inclusion of diversity across the curriculum. Impact is summed up by one mixed race pupil reading 'Black Men Leaders' book and exclaiming "I love this book – they look like me!". Amazing! ➤ Staff have really embraced the need for diversity in our curriculum and I'm really proud of our achievements to date. We'll continue to develop this.				

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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	- 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 and Annex A 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
Monitoring/impact: ➤ KCSIE 2020 updated, shared and read ➤ Safeguarding practices and procedures well known by all ➤ Safeguarding Policy reviewed and ratified. Shared with staff, Governors and parents ➤ Safeguarding Policy amended to reflect changes in procedures during school closures ➤ SCR checked by Headteacher ➤ Rolling programme of DBS updates ➤ DSLs meeting monthly to ensure knowledge is shared ➤ Ongoing safeguarding procedures and practice in place during school closure as staff continued to report concerns, be in close contact with families and report and concerns to Social Care as necessary				
Staff workload: To review and consider staff workload	- To conduct a staff workload questionnaire - To create a plan for addressing workload issues that arise from the questionnaire - Include workload and staff wellbeing discussion as part of staff Performance Appraisal process	JG		- Impact will show staff will feel valued, supported and fulfilled in their work. - Impact will be evident in reduced staff absence/illness

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				Impact on pupils will show that because staff are happy here, they benefit from that happiness too
Monitoring/impact: ➤ All staff had formal opportunity to discuss workload and wellbeing during Performance Appraisal meetings. ➤ On-going informal opportunities to discuss wellbeing and workload via daily conversations. ➤ Staff workload and wellbeing/check-in part of every staff meeting (especially during school closure).				
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 provide staff with a weekly sports session - To support individual circumstances when need arises - To consider ways to reduce workload and time to achieve tasks - To access LA support	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 sport sessions
Monitoring/impact: ➤ Optional weekly sports sessions for staff operational when social restrictions allowed. ➤ Mental Health First Aider and team leaders able to offer support to team and advice on how to access external support if required. Two members of staff have accessed LA provision for mental health support. ➤ All staff received a 'sweet treat' box and motivational postcard posted to them during school closure as a way to offer support and show gratitude for their contributions to remote learning provision.				
School re-opening September 2020: To ensure a smooth and safe re-opening	- To produce risk assessments based on government guidance and LA advice - To update risk assessments in light of changing guidance and national situation - To ensure clear and timely communication of procedures during COVID 19 with staff, parents, Governors and pupils - To produce a Contingency Plan by 30/09/20 to plan for possible bubble or school closure - Conduct a parent survey to collate information about technology access and pupil wellbeing during school closure	JG		- Impact will show that Holy Trinity is as safe as possible during restrictions. - Staff feel well-informed and that their workplace is a safe place. - Pupils feel welcomed back to school and enjoy the routine again - Parents feel confident that their children are safe in school - Pupils education returns to full capacity and their future life chances are not adversely affected
Monitoring/impact: ➤ Communication with staff, parents and Governors to share plans for the September re-opening. Included a comprehensive risk assessment and FAQs for staff and parents. Sharing this in advance enabled any queries to be addressed and instilled confidence in our school community.				

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- Sharing docs and plans with the Governing Covid Committee ongoing. Support and guidance from Governors to ensure plans are clear and health and safety compliant.
- Risk assessment added to as required to adhered to government guidelines ensuring we react to the changing situation.
- In order to support staff and parents, documents produced to show clear guidelines for procedures if a child or staff member should show COVID symptoms whilst on site or at home. These updated regularly to reflect PHE guidelines and advice. This provided consistency and clarity for staff and parents.
- Contingency Plan in place and published. Shared with staff, parents and Governors. Shared understanding of what should happen in various scenarios ensured consistent approach and provided reassurance.
- Remote Learning Plan and Agreement also devised and shared with staff, parents and Governors. Substantial staff training and support in place in order to successfully deliver remote learning during Spring school closure.
- Parent survey undertaken. Results shared with staff and governors.

New leadership team and staffing structure:

To ensure school is well led and managed by the Heads Team

- To inform staff, parents, pupils and Governors of the new staffing structure
- To provide coaching and training for the new Assistant Headteachers
- To coach Team Leaders to be able to lead effectively
- To communicate changes in areas of responsibility clearly with staff
- To support the Assistant Headteachers in their new role

JG

- Impact will show that the school operates smoothly and effectively.
- Staff are confident in their role and aware of their areas of responsibility.
- Workload for all school leaders is manageable
- The school continues to move forward and make improvements due to strong and effective leadership

Monitoring/impact:

- New staffing structure communicated with staff, parents and Governors. Areas of responsibility clear so that staff know who to approach with a query. Responsibilities are shared and utilise individual strengths and areas of expertise.
- Staff are clear about their responsibilities (job descriptions for Team Leaders and DSLs also created and shared) and have had opportunities through their Performance Appraisal meetings to discuss areas for development.
- Heads Team have delegated areas of responsibility to ensure workload is shared and manageable (alongside a substantial teaching commitment for the Assistant Headteachers).
- Assistant Headteachers have been in receipt of training for their role and ongoing coaching and mentoring from the Headteacher.

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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 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
Monitoring/impact: ➤ Due to COVID restrictions, play activities have been limited since September. Each bubble has a supply of play equipment.				
Outdoor facilities: To develop an Adventure Playground for KS2	- 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 MW JG	£30,000	- Pupils in KS2 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
Monitoring/impact: ➤ Assistant Headteacher has worked with School Council to develop a plan for the desired Adventure Playground. So far, one quote has been obtained (due to social restrictions and staff absence).				
Health and Safety: ensure a safe and secure building	- Roof repairs/window repairs to heighten security and lockdown - All internal doors are fire doors with automatic close facility	WP	LA expense	Pupils will be safe on site and will not be able to access internal areas unless accompanied by an adult

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Monitoring/impact: ➤ LA have undertaken repairs to the roof to stop leaks. ➤ Automatic close facility for all internal fire doors have been fitted making the building a safer place in the event of a fire.				
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 with 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
Monitoring/impact: •				

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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 shared understanding of spirituality involving pupils and staff - Create time and opportunities for pupils to reflect ('Magic Spots', Spiritual Garden, Prayer Spaces)	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
Monitoring/impact:				
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	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
Monitoring/impact: ➤ Throughout the year, our vision has continued to be shared and integral to school life. ➤ Paperwork has been updated to reflect our Bible quote and vision. ➤ Collective Worship has continued in virtual form throughout the year, even when school was closed.				

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Holy Trinity CE Primary SDP 2020-2021
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RE: To work alongside the Ascot Cluster to further develop RE provision	- Facilitate RE leads in CE schools in the cluster to network to share planning, ideas and moderate learning in RE across the school - New RE lead to attend diocesan training on Understanding Christianity & disseminate to staff - RE leader to attend Diocesan Network meetings regularly	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 - Staff feel confident in delivery of RE
Monitoring/impact: ➤ RE Leader in receipt of Diocesan training that has strengthened her understanding of RE and she has successfully disseminated to staff and supported them as needed. ➤ Diocesan Network Meetings enable current issues and topics to be discussed. Also sharing of ideas with other schools in the Diocese throughout social restrictions is positive.				