

Holy Trinity CE Primary School School Development Plan

September 2023 - 2024



Believe • Achieve • Inspire •

SCHOOL VISION

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.*

Our vision is 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**.
- we create a culture of vigilance to safeguard all children

School Development Plan 2023-2024		
TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Autumn 1 2023	CORE SUBJECTS: to continue to deliver excellent learning opportunities that result in high standards of attainment. Embed 'The Write Stuff' approach to writing across the school. Continue to use Recovery Premium to provide interventions for identified pupils. SIAMS: Provide CPD for staff, Governors and parents on new SIAMS inspection framework. BEHAVIOUR: To explore a consistent whole-school approach to managing behaviours. INTERNET SAFETY: To ensure pupils know how to keep themselves safe on-line. PHYSICAL & MENTAL HEALTH: To focus on pupil and staff wellbeing. To improve sport & PE provision. 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. OUTDOOR LEARNING: To further develop outdoor learning opportunities to deliver a creative curriculum. HOLY TRINITY CURRICULUM: To embed our curriculum and continue to use Big Books to show evidence of learning in Music, RE and Computing Y1 – Y6.	Assessment of Foundation Subjects To ensure all teachers are confident with a variety of strategies for low stakes assessments of foundation subjects Y1 – Y6. Impact will show teaching of foundation subjects is reflective of pupil need and prior attainment. Essential knowledge is assessed regularly and consistently. Pupils know what they have to do to improve.
Term 2 Autumn 2 2023		The Holy Trinity Way – Teaching and Learning Pedagogy To ensure consistency and secure pedagogical understanding of how we ensure successful Teaching and Learning at Holy Trinity. Provide staff CPD: 'Walkthrus'. Impact will show pupils' behaviour for learning and attainment are positively impacted by the consistent approach all teachers apply to Teaching and Learning at Holy Trinity.
Term 3 Spring 1 2024		Mathematics: To ensure consistency and coverage in Mathematics curriculum and pupil assessment. Provide CPD for staff. Impact will show pupils' knowledge and understanding in Mathematics is progressive and provides opportunities for deep thinking & learning. Assessment is robust and consistent.
Term 4 Spring 2 2024		Reading: To ensure consistency and coverage in our reading curriculum and pupil assessment. Provide CPD for staff. Impact will show pupils' knowledge and understanding in reading is progressive and provides opportunities for timely intervention if necessary.
Term 5 Summer 1 2024		Writing: To further develop The Write Stuff approach to the teaching of writing. Ensure pupils have opportunities to apply skills taught in TWS lessons across the curriculum in extended pieces of independent writing. To ensure pupils have met identified 'Writing Essentials' for their age and timely intervention is in place if gaps are identified. Impact will show pupils are achieving ARE and planned interventions are effective.
Term 6 Summer 2 2024		Review The Holy Trinity Way – Teaching and Learn Pedagogy: To evaluate our pedagogy and teaching practices across the school. Impact will show teaching and learning is consistent and of a high standard across the school. Pupils benefit from the focus on 'The Holy Trinity Way'.

INTENTION	IMPLEMENTATION SCHOOL DEVELOPMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
We intend to continue to provide an excellent Quality of Education	Writing: continue to embed The Write Stuff approach to teaching writing across the curriculum. Curriculum: Embed Holy Trinity Curriculum and Big Books in RE, Art, Music and Computing. Develop how we assess foundation subject Essential Knowledge. Focus on science attainment and provision. Pupils in need of catch-up provision will be identified and targeted for additional support. CPD (WalkThrus) to coach staff in The Holy Trinity Way – teaching and learning pedagogy.	➤ Impact of TWS will show greater quality independent writing across subjects. ➤ The attainment gap between writing and maths and reading will close. Writing progress and attainment are good. ➤ Impact will show well-planned assessment activities in foundation subjects to ascertain the retention of Essential Knowledge. And how to ensure these are locked into pupils' long-term memory. ➤ Attainment in science will improve. ➤ Impact of staff coaching & training will show an increased level of consistency in pedagogical approaches.
We intend to focus on further developing positive Behaviours and Attitudes	Behaviour: To introduce 'Zones of Regulation' with pupils, staff and parents to support pupils' self-management and awareness. Review Behaviour Policy and introduce changes to stakeholders. Online Safety: To ensure pupils know how to keep themselves safe on-line and how to report concerns. Provide Online Safety sessions for pupils, staff and parents. DSLs ensure Filtering & Monitoring standards are met.	➤ Impact will show that pupils understanding of their emotions and how to regulate themselves results in less intervention by adults needed. Shared vocabulary will impact on how all adults deal with behaviour incidents. ➤ Behaviour Policy will be known by all and followed consistently across the school. ➤ Impact will show that pupils, parents and staff have the knowledge to stay safe & healthy including on-line & know how to report concerns. ➤ Our filtering and monitoring processes are robust and effective.
We intend to promote wider opportunities for Personal Development	Physical Health: to ensure our pupils have opportunities to compete with peers. Diversity: To continue to plan opportunities and activities that provide exposure to diversity and ensure inclusion for all our pupils across the curriculum. Pupil Confidence: Developing communication & confidence skills through debate, drama & public speaking events in school.	➤ Impact will show that uptake of clubs and sporting competitions has increased. Pupil Leaders are actively involved. ➤ 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 show pupils' confidence in public speaking scenarios has increased.
We intend to continue to provide excellent Leadership & Management	Develop the Holy Trinity Way! Use of Recovery Premium: To ensure a successful use of Recovery Premium to support identified pupils. Staff workload: To continue to review and consider staff workload. Staff wellbeing: Continue to provide support to all staff with their wellbeing and emotional state. Subject Leadership: To provide CPD and regular, planned leadership time for subject leaders to perform their duties effectively and report directly to Governing Board. Subject Leader audit introduced.	➤ Holy Trinity way known and implemented consistently. ➤ Impact will show identified pupils have benefited from the use of Recovery Premium to ensure they achieved their potential and negative impact of school closures have been mitigated. ➤ Impact will show staff will feel valued, supported and fulfilled in their work. ➤ School operates smoothly and effectively; leaders responsibilities are known. ➤ Subjects are well led across the curriculum. Leaders fulfil their responsibilities and are accountable for their subject development. Governors are well informed.
We intend to continue to invest in and further develop our premises & facilities	Playtime activities: inside and out. Outdoor facilities: Expansion of staff car park. Premises: Develop the area outside the back of the hall. Repairs in hall. Boiler replacement.	➤ Impact will show pupils are enjoying playtimes and the range of activities caters for all pupils' needs. ➤ Welcoming and attractive site. ➤ Building is fit for purpose.
We intend to further develop our Christian distinctiveness & vision	Collective Worship: Pupils are fully involved in the planning, delivery and evaluation of Collective Worship and in the creation of a 'special place' for worship. Vision: Monitor how the vision is lived out and lived through the Mission Statement and social action is a focus. Create one-page document which reflects SIAMS self-evaluation RE: To ensure consistency and coverage in Religious Education curriculum and pupil assessment. SIAMS: provide CPD for stakeholders on revised SIAMS Framework 2023.	➤ Pupils are leading Collective Worship well and enjoying the opportunities provided during these times. ➤ By living the 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 and assessment. ➤ Pupils are in receipt of engaging and relevant RE. ➤ Spiritual Leaders are instrumental in promoting Prayer Spaces. Pupils find the spaces inspiring and comforting. ➤ Impact will show pupils' knowledge and understanding in RE is progressive and provides. ➤ Opportunities in RE for deep thinking & learning.

INTENTION We intend to continue to provide an excellent QUALITY OF EDUCATION				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Writing: Continue to embed The Write Stuff approach to teaching writing across the curriculum.	• To continue to embed The Write Stuff approach, interspersing grammar and reading lessons within units, and use it across the curriculum. • Revisit TWS units being taught following curriculum changes and ensure all Sentence Stacker breakdowns are available. • Use TWS writing lenses across the curriculum when writing extended pieces. • Monitor books to ensure reading and grammar sessions are taught regularly between Sentence Stacking lessons, and Writing Lenses are being used outside of English lessons. • Ensure interventions are in place for all pupils not on track to meet ARE. • Use data to monitor effectiveness of writing interventions. • Improve children's editing of their own writing. • Discuss and explore editing strategies such as peer marking, editing pens (purple) and editing stations. Decide upon approach. • Explore use of checklists for pupils when editing their writing, including use of Writing Essentials.	SH	• Subject Leader Time • INSET/CPD time • £149.99 pa Governor visit focus	• To close the percentage gap of children achieving expected in Writing compared to Maths and Reading. • Writing attainment and progress are good. • Pupils have opportunities to apply writing skills across the curriculum in extended pieces of independent writing.
Monitoring/impact: ➤ Texts covered in year groups reviewed following changes made to curriculum, specifically changes in history and geography. ➤ Lowest 20% writers document created detailing interventions in place for these pupils. ➤ Tutoring / catch-up funding intervention in place for pupils in years 2, 3 & 4. These have been reviewed following autumn data analysis. ➤ Writing moderation TDM – ensuring consistent practice, sharing of good practice and support for those staff who have moved year groups. ➤ Monitoring of English lessons – two TWS lessons seen. ➤ New Sentence Stacker breakdowns completed and emailed to teachers – this allows teacher to see where they can insert grammar and reading lessons. ➤ Interventions for writing identified for autumn and spring terms. Some staff focused on reading intervention in autumn term before moving onto writing in spring term.				

Reading at KS2: All pupils in KS2 make good or better progress and a larger percentage attain greater depth in reading. (KS2 2023 GDS Holy Trinity: 40%)	• Further promote reading for pleasure • Revamp library. Train staff, parents & librarians (children). • All children have regular access to library. (timetabled) • Reading lists are promoted in all classes. • Celebrate children's reading. • Ensure interventions are in place for those pupils below ARE. • ELS used for pupils who require decoding support in KS2. • 'Reading Rocketeers' resource used for comprehension in year 2 and reading comprehension intervention in KS2 • Ensure high level reading skills are being taught to challenge the more able readers. • 'Reading Explorers' and 'Top Class Comprehension' used to teach reading in Y3 - 6. Monitor impact.	SH	• Subject Leader time • Library provision	➤ All pupils in KS2 make good or better progress and a larger percentage attain greater depth in reading. ➤ Library is an inviting and inspiring resource ➤ The teaching of reading is high profile throughout the school.
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Monitoring/ impact:

- Library is now live. EYFS / KS1 have access to a library club during lunchtime once a week led by a member of staff and two year 6 librarians. KS2 classes have weekly library slots.
- Proud Cloud certificates given out to pupils reading books from year group lists.
- Group reading (specific teaching of reading skills) taking place outside of English lessons in years 1 – 6. Years 2 – 6 use John Murray reading resources: Reading Rocketeers for Year 2 and catch readers in KS2, Reading Explorers for core learners in KS2 and Top Class Comprehension for more able readers in KS2.
- Lowest 20% readers document created detailing interventions in place for these pupils.
- Governor visit 29/02/24
- Ofsted – 'pupils are enthusiastic readers. The school promotes a strong culture of reading for pleasure. Pupils have easy access to a rich and diverse range of books in their classrooms, around the school and their library. They look forward to choosing books that spark their interests and stimulate their imagination...Pupils are excited about the stories that staff read and share every day. They talk animatedly about different themes, plots and characters that they read about.'

Curriculum: Embed Holy Trinity Curriculum and Big Books in RE, Art, Music and Computing. Develop how we assess foundation subject Essential Knowledge	• Ensure all classes have appropriate books • Ensure all subjects have Essential Knowledge identified explicitly on plans • 'Reality Check' how teachers are currently assessing foundation subjects • Provide suggestions of techniques in 'Assessing Foundation Subjects the Holy Trinity Way' document • Monitor strategies and pupil retention of knowledge in long term memory	Heads Team		➤ Big Books are used to evidence learning journey. ➤ Teachers use a range of assessment strategies effectively to ascertain knowledge and make judgement for next steps and attainment
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Monitoring/impact:

- All books in use.
- Essential Knowledge explicit on plans.
- Initial discussions into how teachers currently assess foundation subjects TDM 19/09/23
- WalkThrus questioning techniques chosen with assessment in mind
- Subject Leader network meetings 28/02/24 – assessment procedures shared and discussed
- TDMs and Subject Leader network mtgs focus on assessment of foundation subjects: 05/06/24
- Reports to parents at end of year report pupils achieving ARE or 'not yet at ARE' – letter to parents explaining the change included in reports.

Science: Attainment in science to progress.	- Check that all LTP shows that the Science curriculum is covered, progressive, age appropriate and linked to current topics. Check when Science units are delivered in light of moving topics. Check coverage of units don't overlap. - Ensure staff highlight curriculum links, for example, between science and maths and that lessons build on these links (eg, insulation and temperature change with line graphs) - Distribute Knowledge Organisers to staff. Knowledge Organisers to support the use of key vocabulary and key facts for each unit as well as a pre and post assessment to show progress. - Check all resources are fit for purpose and organise ordering of new resources where necessary. - Monitoring of Science across the school – book looks show an increased focus on vocabulary and evidence of scientific investigation being carried out across the school. - As a school, continue to create a bank of modern-day Scientists linked to year group topics. All classes to choose at least one Scientist per year to study in more depth. Scientists to be modern, showing diversity and ethnicity. - Celebrate Science day to motivate and engage children in Science. Children to dress as one of their studied Scientists. - Organise a Scientist to visit school – fun experiments. - Science display area within the school to showcase Science day/week. - Showcase on the school website - Introduce planning on KAPOW	JR	Subscription to Kapow: £ Governor visit focus	- Science continues to have a high profile across the school. - For teachers to deliver Science confidently, showing progression, diversity and variety and to see evidence of children's enjoyment and engagement. - Attainment increases. - Science Holy Trinity Curriculum referencing Kapow planning, Knowledge organisers etc.
Monitoring/impact: - Kapow for science introduced October 2023. - Science monitoring shows planning being followed – awaiting some Kapow units to be published. - Science subject leader attended network meeting 29/03/24. - Science leader in contact with St George's Science dept to arrange time for a class to visit the labs for a session - Science Day in the diary for 10th July – details tbc - End of year data for KS1 and KS2 shows good attainment, progress and improvement.				
CPD (WalkThrus) : To coach staff in The Holy Trinity Way – Teaching and Learning Pedagogy.	- Heads Team to attend training - JG to introduce to staff - Staff to work together to identify techniques to train and work in - Referenced on teachers Performance Appraisal - Plan training, coaching and reality checks for the year - JG deliver training - JG and CB coach staff in development of techniques - Set up peer reality checks	JG	- TDM time - JG coaching time with team	- Consistency in techniques. - Increased self confidence of all teachers and TAs. - Collaborative approach to CDP. - Learning experience and engagement of pupils in all lessons increased.

Monitoring/impact:

- CPD attended by JG & CB 25/09/23
- Planned initial strategies to focus on: [Holy Trinity Way Aut 23 - Google Slides](#)
- Shared CPD with teachers 26/09/23
- First strategy introduced and drop in reality checks on-going (Signal, Pause, Insist)
- Shared CPD with TAs 05/10/23
- Shared with SACC committee 17/10/23
- INSET 30/10/23 to review and introduce next strategy 'Cold Calling'
- Training for leaders, coaches and teachers November 2023
- Face to face training for leaders and coaches 06/02/24
- Coaching squads set up 19/02/24 – 'check-ins' and coaching sessions taking place tbc next year
- The Holy Trinity Way (Pedagogy Policy) known by staff
- Monitoring shows (and Ofsted) consistency in use of techniques.
- 2024-25 plan for continuing CPD and coaching in techniques.

INTENTION

Our intention is to further develop positive
BEHAVIOURS AND ATTITUDES

IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Behaviour: To introduce 'Zones of Regulation' with pupils, staff and parents to support pupils' self-management and awareness.	- TDM time to introduce the approach to staff. - Introduce the approach to pupils. - Introduce the approach to parents. - Include in review of Behaviour Policy - Information on website. - Use of ZoR consistently to help regulate pupils' emotions and self-awareness.	FF	TDM time	- Staff consistently using the Zones of Regulation with pupils to regulate their emotions. - Pupils know the zones and refer to them when needed. - Pupils and staff utilise resources for ZoR as needed. - Parents are aware of the ZoR and website provides information and resources
Monitoring/impact: - TDM last summer term and on INSET 04/09/23. - Introduced to pupils in class and in assembly. - Posters in classrooms. - Used as part of restorative conversations post behaviour incident. - Included in Behaviour Policy review. To consult with staff January 2024. - Behaviour Policy reviewed, ratified, in place and shared with pupils, staff and parents. Received well and praised in Ofsted. - Behaviour Policy includes Zones of Regulation and was shared with parents and is available on the website. - Emotion Coaching for staff provided by Ed Psych. - Signed up to Attachment Aware Accreditation Bronze for next year.				
Online Safety: To ensure pupils know how to keep themselves safe on-line and how to report concerns. Provide Online Safety sessions for pupils, staff and parents. DSLs ensure Filtering & Monitoring standards are met.	- Ensure online safety units of work in Purple Mash scheme of work are being delivered faithfully. - Pupils online safety questionnaire. - Research and provide online safety workshops for pupils, staff and parents. - Ensure website contains info on online safety for parents. - DSLs – complete filtering and monitoring review and action plan. - Nominate named governor for filtering and monitoring. - Headteacher & Bursar to negotiate a new managed service contract for tech support from Dec 2023	SS JG	To be confirmed Governor visit focus	- Pupils receiving regular online safety sessions and reminders when using devices. - Pupils, staff and parents aware of how to stay safe online. - Robust filtering systems in place. - Monitoring reports of internet enable DSLs to react swiftly. - Tech support is in place and enabling teaching & learning to take place safely and effectively.
Monitoring/impact: - Online safety info and website page shared with parents in newsletter 29/09/23 - Filtering and Monitoring review and action plan completed. Actions ongoing. Shared with Safeguarding Governors. - Safeguarding Governors also named as Filtering and Monitoring Governors. - TSI appointed as new managed contractor for IT provision.				

- Internet safety session for pupils, staff and parents on 11/06/24.

Behaviour in and around school site during transition periods and lunchtimes.	• 'walk on the left, one step at a time' introduced. • Staff monitor and remind pupils of expectations. • Staff model expectations. • Pupil leaders remind of expectations. • Include in review of Behaviour Policy.	SH	• -	➤ Behaviour of pupils around school site is safe and calm. ➤ Staff consistently model and remind expected behaviours. ➤ Pupils are safe and the school is calm.
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Monitoring/impact:

- 'Walk on left...' introduced and pupils reminded/monitoring happening. Flash points are transitions between rooms and play/lunchtimes.
- Included in Behaviour Policy Review.
- Staff consulted on new Behaviour Policy content.
- New Holy Trinity Rules introduced to pupils via assembly and in classes.
- Rewards (badges, stickers, certificates ordered).
- Posters designed to be put up around site with Holy Trinity Rules displayed.
- Shared with parents via newsletter 23/02/24
- Ofsted inspector commented and calm and positive behaviours (including playtimes and lunchtimes).

INTENTION We intend to promote wider opportunities for Personal Development				
IMPLEMENTATION SCHOOL DEVELOPMENT	IMPLEMENTATION SCHOOL ACTIONS	LEAD	EXPENSES & INVESTMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
Physical Health: to ensure additional physical activity and competition for all pupils to boost both their physical and mental health.	- Enter teams for as many inter-school competitions as possible. - Map of planned competitions shared on School Games Noticeboard in school and on website. - Attend all inter-school competitions re-established and led by Charters. - Contact other schools to arrange friendlies. - Provide additional opportunities for pupils to be active. - Sporting Challenge to be run at lunchtimes by House and Vice captains – led by Yvonne Hunter. - All pupils to run the Daily Mile at least twice per week. - Maintain the intra-school House Competitions supported by Year 6 House and Vice House Captains. - Map of planned competitions and meetings held with House Captains in preparation.	SH	PE Lead time to meet with House Captains and attend fixtures	- Impact will show more pupils engaging with physical activity and competitive sports with school. - Improved wellbeing both physical and mental. - Feeling of belonging to House Team and sport team in school.
Monitoring/impact: - See website for fixtures/events attended in the community. - Following competitions and festivals attended: Years 5 & 6 boys football tournament at Braywick, Years 5 & 6 girls football tournament at Braywick, Years 5 & 6 girls football at Marist, Years 3 & 4 girls football at Marist, Year 3 girls netball at Marist, Handball masterclass for years 5 & 6 at Charters, Year 6 netball workshop at St. George's, KS2 cross country competition at Marist, Years 3 & 4 girls football at Braywick, Years 3 & 4 boys football at LVS, Years 5 & 6 boys football at Ascot FC, Years 5 & 6 netball at Charters - Years 3 & 4 interhouse Handball competition, Year 4 netball interhouse competition, Years 4 & 6 Benchball interhouse competition - Sporting Challenge running at lunchtimes led by House Captains - EYFS/KS1 and KS2 Sports Day – House and Vice Captains help at both.				
Diversity: To continue to plan opportunities and activities that provide exposure to diversity and ensure inclusion for all our pupils across the curriculum.	- Ensure specific links identified in plans across subjects. - Ensure subject leaders have an overview of how diversity and equity is included in their subject across the school. - Audit resources (especially books) to ensure equity and diversity are represented.	Subject Leaders	PTA to fund	- Impact will show pupils have a greater exposure to diversity and show tolerance and respect - Impact will show all pupils feel represented at Holy Trinity
Monitoring/impact: List of diverse books obtained with a view to supplementing our library provision – funding to be requested from PTA				

Pupil Confidence: Developing communication & confidence skills through debate, drama & public speaking events in school.	- English lead to monitor opportunities for public speaking and drama. - English lead to investigate opportunities for pupils to develop their public speaking skills. - Celebrate pupils' public speaking achievements both in school and in other environments.	SH	English Lead time	- Impact will show increased pupil confidence in public speaking. - Engagement will have a positive impact on pupils' speaking and listening skills.
Monitoring/impact: ➤ Harvest Service – opportunity for pupils to speak publicly ➤ Interviews with Headteacher for Head Boy/Girl role ➤ Delivering manifesto speeches to peers for School Council, Eco Committee and House Captain roles ➤ Y6 delivering speeches to pupils in their House Team ➤ 2 pupils (from Y5 and Y6) entered public speaking debate at St George's on History topic ➤ Y2 Great Fire of London workshop ➤ Black History Icons Perform for all classes in October ➤ Christmas services and Nativity plays provided an opportunity for public speaking. ➤ Easter services provided an opportunity for public speaking. ➤ Class Assemblies resumed Spring/Summer 2024 – pupils involved in writing, preparing and delivering the assemblies. ➤ Y6 performance supported by Y4 & Y5				

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
Use of Recovery Premium: To ensure a successful use of Recovery Premium to support identified pupils.	- Staff use AfL to quickly identify gaps in essential knowledge in early reading, writing or maths. - Interventions planned to support identified pupils to ensure they are secure in essential knowledge for ARE. - Utilise the Recovery Premium to provide tutoring support. - Ensure disadvantaged pupils are in receipt of additional support as necessary. - Track attainment of disadvantaged group. - Identify barriers to attainment on individual basis via Pupil Progress Meetings. - Track attainment of identified pupils in need of additional support via Recovery Premium. - Ensure parents are fully aware of attainment and gaps identified. Parents aware of planned intervention.	SH	£2,755 Recovery Premium received - School Led Tutoring	- Pupil attainment will be at least ARE; targets met. - Track attainment of disadvantaged group. - Evaluate impact of tutoring
Monitoring/impact: - Planned to commence 14/11/23 – 3 mornings per week tutoring support in Y3 for identified pupils in English and maths. - Commenced 31/10/23 – 1 afternoon per week tutoring support for identified pupils in Y4 - Pupil Progress meetings held Jan 24 to discuss barriers - Autumn data analysed for specified groups. Reported to Governors. - Commenced 19/02/24 – 1 afternoon per week tutoring for identified Y2 pupils - Spring data analysed for specified groups. Reported to Governors. - Above tutoring support has continued.				
Subject Leadership: To provide CPD and regular, planned leadership time for subject leaders to perform their duties effectively and report directly to Governing Board. Subject Leader audit introduced.	- Leadership time is planned weekly. - Subject Leader Audit created to ensure transparency of expectations. - Website contains all curriculum information including Knowledge Organisers. - Subject leader monitoring cycle on-going	JG	Each subject leader receiving weekly leadership time	- Subject leaders have regular time to execute their duties. - Subject leaders are held to account. - Quality of Education is positively impacted by subject leader work.
Monitoring/impact: - Weekly time planned for each subject leader. - Dedicated TDMs for Subject Leader time – complete audit tasks and monitoring - All subject leaders attended RBWM subject leader network meetings 28th February. Ongoing plans to continue with this network. Main focus is assessment.				

Coaching teachers in CPD: Using the WalkThru techniques and coaching development.	- JG and CB attend training - JG & CB plan the techniques to introduce initially and plan the 4 week cycle throughout the year to ensure enough time is given to the development. - Introduce the 3 year project to staff. - Provide training material for staff. - Plan regular 'reality checks' to monitor progress with techniques and plan next steps.	JG	£850 This year £367 next year £367 following year £1584 in total	- Consistency in pedagogical teaching approaches throughout the school. - Teacher confidence increased. - Low-level behaviour for TAs reduced. - Techniques used to support assessment in foundation subjects.
Monitoring/impact: - CPD attended by JG & CB 25/09/23 - Planned initial strategies to focus on: Holy Trinity Way Aut 23 - Google Slides - Shared CPD with teachers 26/09/23 - First strategy introduced and drop in reality checks on-going (Signal, Pause, Insist) - Shared CPD with TAs 05/10/23 - Shared with SACC committee 17/10/23 - INSET 30/10/23 to review and introduce next strategy 'Cold Calling' - See Spring TDM for CPD plan for staff training - Head and Assistant Head attended CPD on 06/02/24 - Head and Assistant Head attended CPD on 23/04/24 - Head attended CPD on 04/06/24 - See Summer TDM plan for staff training				
Inclusion Mark: To be awarded the Inclusion Mark by AfC	- SENDCO to contact AfC to arrange a monitoring visit. - Prepare documentation needed. - Monitor interventions and provision. - Monitor IEPs.	FF	- SENDCo time - TDM time	Inclusion Mark awarded recognising the good practice for pupils with SEND.
Monitoring/impact: - SENDCO annual report and on-ging reports in Headteacher's report details this. - Involvement with the WE SEND programme commenced January 2024. - SEND in a Nutshell info for Governors - Action planning from WESEND and supported by cluster SEND group informing SEND provision and planning going forward with reduced support staff capacity.				
IT support: Arranging managed service contract once current SLA has ceased (December 2023)	- Meet with current providers to ascertain end date. - Current providers to provide detail of current provision, software products and systems etc. - Cluster to discuss possible arrangements going forward. - Contact possible providers for quotes. - Agree new managed service contract going forward.	JG & WP	£? Unknown yet	- IT systems will not be interrupted. - Filtering and Monitoring provision is appropriate and robust. - Both admin and curriculum support is efficient. - Future proofing hardware and budgeting for future expenditure in place.
Monitoring/impact: - Current support with cease end of December 2023. - Cluster agreed to approach as cluster. - Holy Trinity leading on sourcing new support. - Bursar contacted 5 recommended companies w/c 16/10/23 to begin quote process. - TSI appointed to undertake contract				

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: Create prayer spaces for an encounter with faith in God.	- Spiritual Leaders elected as part of the Year 6 roles and responsibilities to ensure Pupil Voice is heard in CW and child led. - Meet in Autumn 1 to discuss roles and their aims for the year. - Harvest Festival, Update living the vision display, Value board. - Develop spaces around the school, spiritual garden where there are opportunities to encounter Jesus. (Prayer spaces... design stones with affirmation words.) - Spiritual Leaders are confident in the planning and delivery of CW at Class, KS and Whole School delivery. - Invite different denominations to worship with us. - Including all stakeholders – define what spirituality means in our context.	CB	- Subject Leader time - TDM time	- Pupils are leading Collective Worship well and enjoying the opportunities provided during these times. - Spiritual Leaders are instrumental in promoting Prayer Spaces. Pupils find the spaces inspiring and comforting. - Worship enables spiritual flourishing. - Create a shared understanding of Spiritual Development
Monitoring/impact: - Y6 Spiritual Leaders in role and parking in CW. - Successful Harvest Services. - Living the Vision – certificates awarded on-going - Stones painting beginning - Child led CW – 11th March 2024 - Successful Easter Service – Stations of the Cross were well received (feedback from Rev Jon) - Stakeholder voice – Marion Standing. Actions re: Vision and Spirituality definition. - Email sent to different denominations asking to help us worship 2024_2025 - Focus on Pupils/Staff definitions of spirituality during collective worship plans for this term. Extend to parents/Governors next academic year.				
Vision: Monitor how the vision is lived out and lived through the Mission Statement and social action is a focus. Create one-page document which reflects SIAMS self-evaluation.	- Recognise pupils living the vision with a certificate - Constant reminders to pupils about what our vision is and why. - Encourage and highlight social action. - Through the curriculum, identify possible times to promote social action as a class. - SIAMS leader to create 1 page document for SIAMS self-evaluation. – This document is not required for the new framework 2024	CB	- Subject leader time Governor visit focus	- Our vision is known by all stakeholders. - Our vision is lived and celebrated. - Pupils are choosing to create change inspired by our vision. - By living the 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.
Monitoring/impact: Pupils receiving the certificate in recognition for living the vision – added to display to celebrate and inspire.				

- Courageous Advocacy –Year 5 The Little Princess Trust March 2024, Eco Warrior Project, Giving to people in need (Foodbank, individual cases) Year R collecting for children who don't have enough to eat.
- Diocesan Adviser (Marion Standing) booked to monitor how the vision is lived with all stakeholders on 29/04/24

RE: To ensure consistency and coverage in Religious Education curriculum and pupil assessment.	• Use of Knowledge Organisers to assist teachers and pupils to support with the new knowledge of each unit. • Teachers have a clear understanding of what they will be teaching in each RE unit. • The Knowledge Organisers depicts 'Essential Knowledge' and highlights links between ideas. • Pupils are supported with new knowledge in such a way that it is retrieved and reused when necessary with appropriate vocabulary. • Questionnaire to ascertain confidence in assessment and subject knowledge of what ARE looks like. • CPD opportunities with moderating opportunity in Autumn 2. • RE Leader and Support to collect evidence each term and displayed on the board. • RE Leader to contribute to Diocesan Scheme of Work.	CB	• Subject leader time • TDM time • CPD for subject leader via Diocese	➤ Impact will show pupils' knowledge and understanding in RE is progressive and provides opportunities for deep thinking & learning ➤ Teaching and learning in RE is consistent. ➤ Teachers make use of Knowledge Organisers to ensure pupils know more and remember more. ➤ Assessment in RE is relevant and accurate. ➤ Staff are confident in RE teaching and assessment. ➤ 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.
Monitoring/impact: ➤ Knowledge Organisers in place and in RE Big Books (see website here) ➤ RE Leader contributing to Diocesan Scheme of Work- ongoing ➤ Pupil Voice questionnaire about RE ➤ RE staff meeting – assessment using KO for pupils to meet ARE. Revisit after Spring 2. ➤ RE staff meeting – shared new curriculum for 2024_2025 which has one unit focussing on Worldview thereby creating more balanced RE. ➤ CB to share results of pupil voice questionnaire at SAC committee ➤ Assessment – brought into 2024_2025 in line with new RE curriculum. ➤ Completed Diocesan Scheme of Work project with UKS2 plans completed. ➤ RE policy reviewed and updated to include World Views				
SIAMS: To provide CPD for stakeholders on revised SIAMS Framework 2023: 1. IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish? 2. IQ2 How does the curriculum reflect the school's theologically rooted Christian vision? 3. IQ3 How is collective worship enabling pupils and adults to flourish spiritually?	• Time at staff meetings throughout the year to discuss all the IQ strands and gather input from stakeholders. • Time at Governor meeting to involve stakeholders in the process. • Time with Diocesan Advisor to involve stakeholder voice. • Develop leadership across whole school to create a child-led special place for worship. (CW table, artefacts, Prayer Spots) • Social Action: develop opportunities for children to engage in change. (Eco-leaders, Food banks etc) • Stakeholder Voice questionnaire/audit • Question whether the RE curriculum represents a Worldview? • Robust Assessment process.	CB	• Leadership Time • TDM time	➤ Completion of our SIAMS self-evaluation of the 7 IQ strands with input across all stakeholders and evidenced on the website. ➤ All stakeholders aware of requirements. ➤ Evidence against all IQs collated.

4. IQ4: How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?				
5. IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?				
6. IQ6: Is the religious education curriculum effective?				
7. IQ7: What is the quality of religious education in voluntary aided schools in which denominational religious education is taught?				

Monitoring/impact:

- Food bank donations during Harvest Service
- Eco Warriors elected and proactively working
- Staff meeting on Balanced RE curriculum – new curriculum for September 2024_2025 to incorporate Worldview units of work across all year groups.
- Shared Balanced RE curriculum with Governors. RE Governor meeting set for March 15th 2024
- Pupil voice questionnaire - February 2024
- Spiritual Leaders CW – March 11th 2024
- Charitable Links 2024 – **(Local)** Alexander Devine (Lenten project selling chicks), Holy Trinity Foodbank (Christmas), **(National)** - Red Nose Day), Child Led (Class R – children who don't have enough to eat)
- **(Global)** Mrs Ahmed to explore opportunities in India.
- As a result of Diocesan Advisor visit – Vision to be discussed at a separate Governor meeting for September 2024. Evaluating is vision still appropriate.
- SEF to be shared with stakeholders by end of July.
- Continued to update website with Our Church School and evidence against all IQs

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: Expansion and refurbishment of staff car park.	- Awaiting decision from Sunningdale Parish Council. - Once decision made, arrange contractor and time for works to be completed. - Ensure risk assessment in place if work during term time.	WP	£20,000 (Sunningdale PC) - Total cost: £57.5K	- Car park is big enough for staff to all park in safely. - Spaces for visitors to the site available.
Monitoring/impact: ➤ Process paused due to budget.				
Premises: Develop the area outside the back of the hall and along Church Road entrance.	- Obtain quote for works (cover area with pebbles) - Re-paint fencing/gates - Keep weed free.	WP	Awaiting quote	Area will be tidy and attractive. It'll be low maintenance.
Monitoring/impact: ➤ Possible support from PTA to help with area at back of hall ➤ Quote received.				
Premises: 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: ➤				
Premises: Boiler replacement.	- WP to obtain details of audit from LA to pass to Diocese - Monitor the efficiency of boiler this winter and contact Diocese if any problems occur.	WP	£17 (10%) to be paid over 2 financial years	School is efficiently heated and is safe.

			Diocese to assist with replacement	
Monitoring/impact: ➤ Diocese attended site to evaluate boiler situation and plan for replacement. (November 2023) ➤ Diocese to replace the boiler with gas boilers in summer term (June 2024 start date)				