

Holy Trinity CE Primary School School Development Plan

September 2024-2025



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

TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Autumn 1 2024	Embed 'The Write Stuff' approach to writing across the school. SIAMS: Provide CPD for staff, Governors and parents on new SIAMS inspection framework. BEHAVIOUR: To explore a consistent whole-school approach to managing emotions via the Attachment Aware accreditation. INTERNET SAFETY: To ensure pupils know how to keep themselves safe on-line. PHYSICAL & MENTAL HEALTH: To focus on pupil and staff wellbeing. 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, RE and Computing Y1 – Y6.	Embed The Holy Trinity Way – Teaching and Learning Pedagogy: To embed and continue to develop our consistent 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'.
Term 2 Autumn 2 2024		Early Free 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 3 Spring 1 2025		Teachers' Subject Knowledge To ensure that all teachers have secure and deep knowledge of the foundation subjects they teach. Impact will show in pupils' retention of Essential Knowledge. Workbooks will show evidence of secure learning and pride in presentation.
Term 4 Spring 2 2025		Embed The Holy Trinity Way – Teaching and Learning Pedagogy: To embed and continue to develop our consistent 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'.
Term 5 Summer 1 2025		Early Free 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 6 Summer 2 2025		Teachers' Subject Knowledge To ensure that all teachers have secure and deep knowledge of the foundation subjects they teach. Impact will show in pupils' retention of Essential Knowledge. Workbooks will show evidence of secure learning and pride in presentation.

INTENTION	IMPLEMENTATION SCHOOL DEVELOPMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
We intend to continue to provide an excellent Quality of Education	Early Reading: Continue to ensure all staff are trained in ELS to ensure all pupils master early reading whatever year group they are in. Curriculum: Embed Holy Trinity Curriculum and Big Books in RE, Art, Music and Computing. Develop teacher subject knowledge in foundation subjects. CPD (WalkThrus) to continue to coach staff in The Holy Trinity Way – teaching and learning pedagogy.	➤ Impact of ELS training for staff will show all pupils able to decode and master early reading. ➤ Impact will show well-planned learning & assessment activities in foundation subjects to ascertain the retention of Essential Knowledge. And how to ensure these are locked into pupils' long-term memory. Teachers' subject knowledge is secure. ➤ 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 embed the Holy Trinity Rules. Train staff on Attachment Aware Award. 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.	➤ Attachment Aware Award will be evident in how staff deal with behaviours across the school and provide support. ➤ 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.	➤ 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.
We intend to continue to provide excellent Leadership & Management	Embed the Holy Trinity Way! 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 planned leadership time for subject leaders to perform their duties effectively and report directly to Governing Board.	➤ Holy Trinity way known and implemented consistently. ➤ 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: Re-surfacing of staff car park. Premises: Develop the area outside the back of the hall. Repairs in hall. Internet provision & filtering & Monitoring of internet usage.	➤ 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. ➤ Wi-Fi connection is fit for purpose and enables high quality teaching. ➤ Filtering and Monitoring of internet meets all necessary standards for safety.
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: revisit our vision. Is it still fit for purpose and known by all? 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 revised Religious Education curriculum and pupil assessment (including World Views). 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
Early Reading at KS2 & Phonics To continue to ensure all staff are trained in ELS to ensure all pupils master early reading whatever year group they are in.	• ELS Phonics intervention in place for those children with continued difficulties with decoding. • Comprehension intervention in place using Reading Rocketeers for those pupils with secure phonics but weak comprehension. • Monitor interventions for effectiveness and impact. Review data termly.	SH	• Subject Leader time • Library provision Governor visit focus	➤ Ensure effective interventions are in place for those pupils working below ARE. ➤ Impact of ELS training for staff will show all pupils able to decode and master early reading.
Monitoring/ impact: ➤ ELS phonics intervention daily for group of children from Y2, Y3 and Y4 ➤ Comprehension intervention twice a week for two groups of children from Y4 using Reading Rocketeers and Y2 comprehension materials ➤ Phonics interventions monitored by subject leader (Su Tomes) and next steps shared ➤ LA review of reading and the teaching of phonics on 22/01/25. Reviewer was impressed with the reading abilities (listened to pupils from EYFS, Y1 and Y4) and could clearly see a very strong approach to teaching phonics. See report.				
Curriculum: Develop teacher subject knowledge in foundation subjects.	• Subscription to Kapow and subject associations to support and develop teacher knowledge. • All subjects included as 'starter' to TDMS on rota basis to ensure air time. • Subject leaders time half termly to allow them time to ensure their subject knowledge is current.	Heads Team	• TDM time • Subscription to Kapow and subject associations Governor visit focus for History, Music, Art, Science	➤ Impact will show well-planned learning & assessment activities in foundation subjects to ascertain the retention of Essential Knowledge. And how to ensure these are locked into pupils' long-term memory. ➤ Teachers' subject knowledge is secure.
Monitoring/impact: • See TDM plan – includes at least one TDM per half term dedicated subject leader time. • INSET 4th November used for Subject Leader time to monitor • Subject Leader half day planned for Spring term				
CPD (WalkThrus) : To continue to coach staff in The Holy Trinity Way – Teaching and Learning Pedagogy.	• Share The Holy Trinity Way -Teaching and Learning Pedagogy Policy with staff. • Use the techniques to further develop consistent strategies	JG	• TDM time • JG coaching time with team • £367 for online access	➤ 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:

- [Holy Trinity Way Aut 23 - Google Slides](#)
- Shared Pedagogy Policy with staff on INSET 03/09/24

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 embed the Holy Trinity Rules. Train staff on Attachment Aware Award.	- Headteacher to attend training from AfC. - SENDCo to liaise with Educational Psychologist for training and coaching for staff in the approach. - Heads Team decide on project for the year.	JG and FF	TDM time	- All staff are trained to use the approach with SEMH incidents. - We deal with incidents in a consistent way with a trauma improved approach. - Children are able to regulate their emotions through coaching with staff. - Children are able to access their learning because their emotional state is calm.
Monitoring/impact: - Introduction training attended by Headteacher 02/10/24 - Discussed project with staff and begun audit and dates with Educational Psychologist. - Audit complete and sent to EP. - Coaching session 1 with EP on 24/10/24. Audit discussed. Project agreed – to train all staff in Emotion Coaching and Attachment Awareness in order to frame language used with pupils in line with our vision. - Coaching session 2 with EP 09/12/24 – planned INSET training on 06/01/24 - INSET on 06/01/25 – slides shared with staff (only 2 staff not able to attend) - Staff training session 2 from EP on 11/03/15				
Online Safety: DSLs ensure Filtering & Monitoring standards are met.	- DSLs – complete filtering and monitoring review and action plan. - Nominate named governor for filtering and monitoring. - TSI provide necessary support and advice to school leaders to ensure their duties are fulfilled.	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: - Filtering and Monitoring review and action plan completed. Actions ongoing. Shared with Safeguarding Governors. - Safeguarding Governors also named as Filtering and Monitoring Governors. - Meeting with TSI to discuss Sophos product and monitoring aspect. Further investigation into options of products to fulfil this requirement. Sophos contract will cease in May 2026. - Requested quote from TSI, LGFL & parental company to provide internet and filtering and monitoring. - Contacted Sophos to enquire about a product to provide necessary filtering and monitoring. - Governors agreed new contract with TSI to provide internet and F&M. To be in place for Spring term 2025. - Daily reports of internet use in school being received by DSL. - Internet Safety Week w/c 10th Feb 25 included live lesson for KS2 pupils - Parent Internet Safety workshop provided on 5th March @ Charters with Ascot Cluster				

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 Stacey Harding - 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 webpage for fixture details 18th November 2024 Running Track (funded by PTA) to begin instalment to allow Daily Mile to go ahead in all weather. - Y5 & 6 Boys and Girls Football Squad being trained by coaches 1 x per week. 2 boys teams, 1 girls team. All pupils that wanted to are part of the team. - Y5/6 boys Football tournament @Braywick 07/10/24 - Y5/6 girls Football tournament @Braywick 14/10/24 - Sporting Challenge commenced 5/11/24 - Y3 & Y4 netball @ The Marist 15/11/24 - Football Team Ascot Cup 06/12/24. A Team won and have the trophy! - Y3 & Y4 inter-house football competition refereed by house and vice captains 17/12/24 - Running Track installed to allow for Mile a Day running break – being well used by pupils. - Inter-school tournaments for spring term displayed on School Games Board. - Charters competitions for spring term received. - Y5 Girls football tournament at The Marist 15/01/25 - Most KS2 classes running a 'daily mile' 2 / 3 days a week				
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 c£3K	- 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

	Ensure class reading lists are diverse.			
Monitoring/impact: - List of diverse books obtained with a view to supplementing our library provision – funding to be requested from PTA Amazon Wish List generated for any parental donations for diverse books for the library. 40 books donated so far (December 2024).				
Mental Health and Wellbeing: To create a happy centred classroom for staff, children and our community.	- Time for staff to develop their subject knowledge and lead successfully. - Time each week for PPA to be taken at home. - Dedicated staff meetings for auditing their subject. - Knowledge of subject is robust. - Wellbeing is a priority at Senior Level. - Communicate policy to whole staff and create a culture of helping one another. - Promote wellbeing at Staff meetings and signpost to support where needed. - To review and check in with all staff due to changes in staffing structure this year.	CB	TDM time PPA time	- Staff have the resilience and positivity needed for the role. - Subject Leaders have sufficient time in addition to PPA to audit and monitor their subject. - Staff are happy to work at Holy Trinity and feel supported in their role. - Staff feel their wellbeing is a priority.
Monitoring/impact: - See TDM plan - Survey of staff sent out October to gauge how the staffing restructure has impacted – resulting in some changes to staffing but also shared with staff and governors - INSET 4th November dedicated to subject leader time - On-going subject leader time at least once per half term dedicated TDM time - Spring term - additional subject leader time during school day planned for each subject. Classes covered by Headteacher. - Adjustments made to staffing roles from January 2025. - Check-In Meetings with support staff and office staff to discuss wellbeing and morale and atmosphere since redundancies. - Governor Surgery for staff to drop in confidentially and share wellbeing/welfare concerns. Monday 24th February 3.30pm-4.30pm & Tuesday 18th March 8.30am-9.30am				

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
Subject Leadership: To provide CPD and regular, planned leadership time for subject leaders to perform their duties effectively and report directly to Governing Board.	- Leadership time is planned in staff meeting time and once per term for additional leadership time. - 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 planned leadership time	- Subject leaders have sufficient time to execute their duties. - Subject leaders are held to account. - Quality of Education is positively impacted by subject leader work.
Monitoring/impact: - See TDM plan - See website for curriculum and Knowledge Organisers - Spring term plan for ½ day subject leader time to monitor teaching and learning - See Governor visits reports				
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-going 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.				

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: Collective worship expresses our vision with pupils taking an active role.	- Include Spiritual Leader in the Year 6 roles and responsibilities to ensure Pupil Voice is heard in CW. - Meet in Autumn 1 to discuss roles and their aims for the year. - Harvest Festival, Christmas, Easter - Update Value/Vision/RE boards. - Review current provision of CW and explore ways to ensure that CW expresses our vision through our values. - Review CW scheme from Guildford diocese for Autumn Term – How to Be at (t)itudes with our vision at the heart. - Build on findings and create yearly plan with opportunities for other religions to worship with us. - Spiritual Leaders are confident in the planning and delivery of CW at Class, KS and Whole School delivery. - Pupils to plan and execute CW to commence the Spring Term 2.	CB	- Subject Leader time - TDM time	- Pupils will live the vision of being happy and doing good while they live. - 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: - Spiritual Leaders team established and goals established. - Spiritual leaders prominent in Harvest and Christmas services. - Spiritual leaders led Celebration Assembly. - Eco Warriors led KS1 and KS2 CW (monitored by Rev Jon) - Value board updated with Spiritual Leaders photograph. - CW scheme reviewed from Guildford and further schemes to be used as a resource this year. Archbishop of York Young Leaders initiative 'Living Hope' will take pupils on a journey through Lent reflecting on Jesus' ministry and his message of hope for all people. - CPD CW and Spirituality Workshops I and II attended (Ordinary time/growth time and Pentecost)				
RE: To ensure consistency and coverage in Religious Education curriculum and pupil assessment.	- RE curriculum which encompasses world view and is rooted in Theology, Philosophy & Social/Human Science - Create Knowledge organisers for Worldview units for each year group. - ARE statements on the knowledge organiser are the basis for assessment. - Termly assessment to be submitted for the units of work covered. - Analysis of results/gaps - Links to SIAMS milestone - IQ6: Is the religious education curriculum effective? - RE Leader to attend Network meetings	CB	- Subject leader time - TDM time - CPD for subject leader via Diocese Governor visit focus	- Impact will show pupils' knowledge and understanding in RE is progressive and disciplinary taking into account worldviews - RE 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.

	- Worldview units – review with staff to ensure subject knowledge is secure. - Celebration of children's work each term. - RE Leader and Spiritual Leaders to collect evidence each term and displayed on the board.			- Impact will show pupils' knowledge and understanding in RE is progressive and provides. - Opportunities in RE for deep thinking & learning.
Monitoring/impact: - Knowledge organisers updated and on website for all new Worldview units. - TDM time for presenting a balanced RE curriculum and worldview units. - RE Network meetings attended – Christianity, Humanism, Better Learning experiences. PowerPoints shared on Staff drive.				
SIAMS SEF: 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? 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?	- Time at staff meetings throughout the year to discuss all the IQ strands and gather input from stakeholders. - Feedback from diocesan advisor – review vision at Governor level. - 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) - Common definition of what spirituality means for Holy Trinity. - Review change in RE curriculum with addition of Worldview unit of work. Learning walks to review pupil engagement.	CB	- Leadership Time - TDM time Governor visit focus	- 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.
Monitoring/impact: - Heads Team meeting reviewing SIAMS IQ SEF. - CW monitoring Governor and SIAMS lead – presenting at March FGB outcomes and results from pupil voice questionnaire. - Eco leaders and Spiritual Leaders – Foodbank, Alexander Devine Big Chick Knit, - Rev Jon and SIAMS lead booked onto Space Makers Training for Spirituality definition. - Marion Standing to introduce seasons and calendar - CW table with new cloth representing the Church's Season Wheel.				

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	tbc	- Car park is big enough for staff to all park in safely. - Spaces for visitors to the site available.
Monitoring/impact:				
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	£936	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. - Work completed Feb 25				
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:				
Technology: To improve hardware and connectivity.	- Quote for renewal on lease for staff laptops - Quote for building staff laptops once received - Investigate upgrading internet connection to fibre broadband - Investigate replacement of Sophos in order to be compliant with filtering and monitoring standards - Investigate options for phone line changes	WP & JG	£761.52 Per quarter for staff laptops - Tbc - Awaiting quotes	- Internet and Wi-Fi are fit for purpose. Speed is sufficient for school use. Reduced stress and frustration. - Pupils have access to good technology to enhance learning. - Staff have laptops that are fit for purpose and enhance their teaching. Reduced stress.

	- Investigate replacing pupil iPad and laptop stock - Provide each class with a class iPad			School's filtering & Monitoring procedures are safe and fit for purpose alerting school of concerning behaviours and safeguarding pupils from harmful online content.
Monitoring/impact: - Quote requested for pupil iPad x 30 from PlanIT - Teacher laptops lease renewed October 2024. (£761.52 per quarter) TSI building laptops as part of contracted work. - Quote for fibre internet from TSI received - Parent offered support with internet quote as area of expertise – awaiting response. - PTA funded an iPad per class received September 2024 - Quotes from TSI, LGFL and parent received for internet upgrade - Governors agreed to accept TSI contract to replace internet and F&M services to be in place for Spring term 2025.				
Library Resource To improve the library environment and provision.	- Investigate renewal of library books available to ensure they are diverse. - Contact company to advice on re-vamp of library environment including furniture and decoration. - Involve pupil voice via School Council for wishes for the re-vamp. - Approach PTA with quote once obtained to pledge funds raised to facilitate the improvements.	SH & JG	- Tbc once plans and quotes received. - PTA agreed to raise funds for this project	- School Library is a welcoming and inspiring environment. - Book stock is diverse and up to date. - Pupils benefit from the resource. - School is an attractive proposition for prospective parents.
Monitoring/impact: - PTA agreed to raise funds for the project – school to communicate quotes once obtained. - Amazon wish list shared with parents resulted in circa 40 books of diverse nature to add to library stock. - Library design appointment 07/01/25 with BookSpace. - School Council involved in asking their classes about designs for the library with their ideas – can be drawn if they wish! Designs received from pupils are shared with BookSpace - Design meeting held on 07/01/25 with BookSpace 3 designs received from BookSpace with 3 quotes - Designs shared with PTA Chairs and pupils - PTA Chairs and Headteacher to seek funding from the Round Table charity £2K received from Wellington College to contribute to the library refurbishment £1K received from a parent donation				