

**HOLY TRINITY C of E PRIMARY SCHOOL**



# **School Improvement Plan**

## **2025-2026**

*Growing together as children of God*

To be read in conjunction with the **School Evaluation Form 2025-2026**



## Introduction



This plan has been created as a result of a review of the objectives in 2024-2025, and following analysis of the draft end of year data from 2024-2025.

The Ofsted area for development (2024):

Leaders should ensure that the early years curriculum builds sequentially in all areas.

The SIAMS areas for development (2018) are to develop opportunities for global studies so that pupils increase their awareness and understanding of Christianity as a world-wide multi-cultural faith and to embed the new assessment arrangements in religious education (RE) so that teachers can continue to have an accurate understanding of the progress and attainment their pupils are making.

### **Our Mission:**

*Growing together as Children of God – inspiring, developing and nurturing*

We want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.

We work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together

We are growing together as **children of God**, strengthening our faith, secure in the knowledge we are unique, loved and cherished.

### **Our Vision:**

We want to be the school of choice for families and staff to grow in confidence, independence, resilience and knowledge

We want to be a safe, nurturing school, offering an inspiring broad and balanced curriculum, with strong Christian values, educating the whole child.

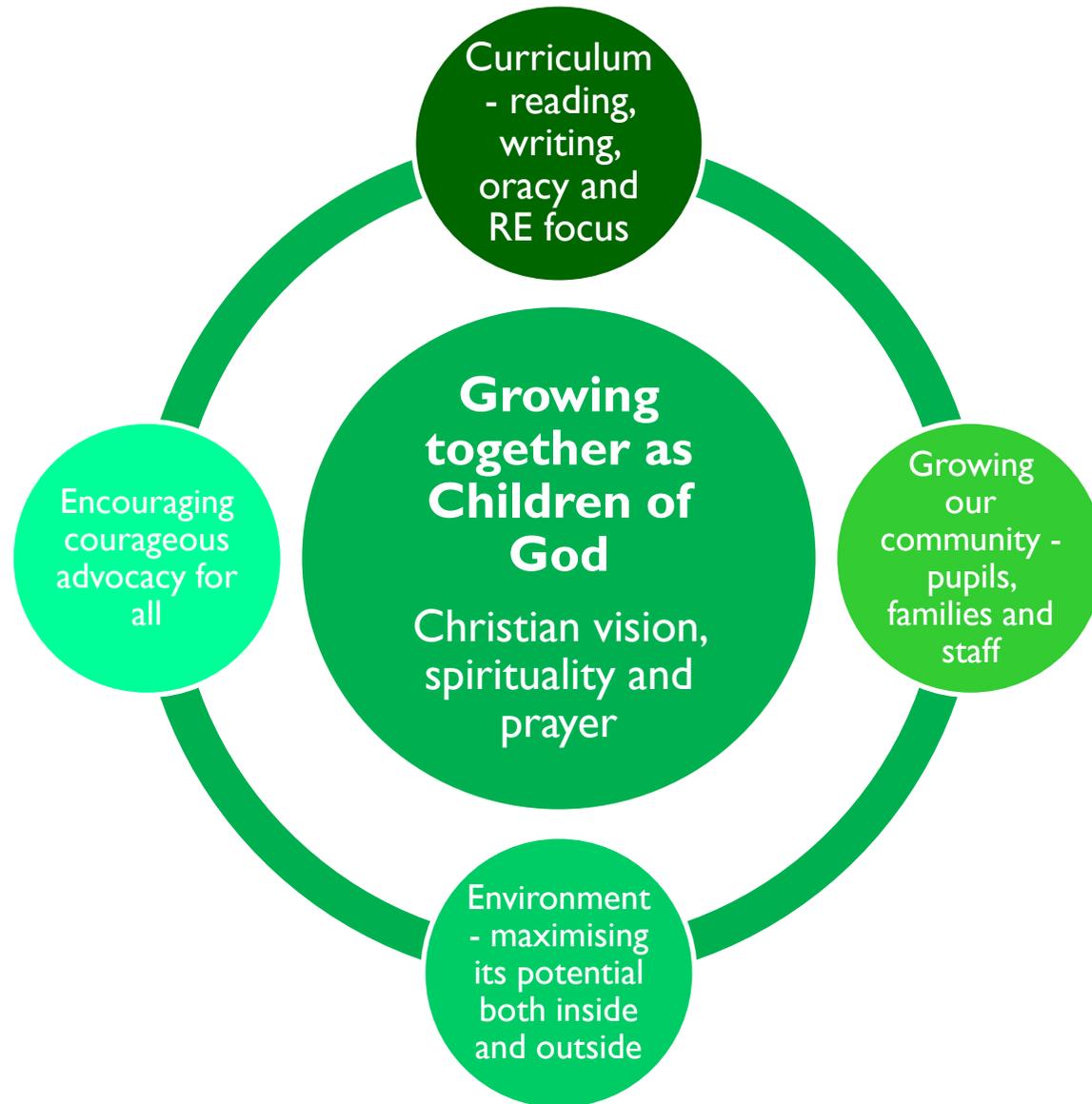
### **Isaiah 58:11-12**

<sup>11</sup> The LORD will guide you always; he will satisfy your needs in a sun-scorched land and will strengthen your frame.

You will be like a well-watered garden, like a spring whose waters never fail.

<sup>12</sup> Your people will rebuild the ancient ruins and will raise up the age-old foundations; you will be called Repairer of Broken Walls, Restorer of Streets with Dwellings.

## Key Priorities 2025-2026



## Growing together as Children of God

We will hold unwaveringly to our Christian vision and will be a praying, serving community, that understands that all are on their own unique spiritual journey.

We want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.

We will continue to focus on **writing** in the curriculum through the embedding of Write Stuff, in order to raise attainment.

We will introduce a new class **reading** model to ensure children learn to read and develop a love of reading.

We will continue to develop **fine motor skills** needed for **handwriting**.

We will continue to embed the new SDBE **RE** Scheme of Work to enhance our RE teaching across the school.

We work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together

We will introduce **Provision Mapping** to further enhance our provision for children with SEND, working together with families and other agencies.

We will improve our **online communication** to families and prospective families through an **updated website**.

We will embed the **Berry Street Model** throughout the school, with a focus on **unconditional positive regard**.

We are growing together as **children of God**, strengthening our faith, secure in the knowledge we are unique, loved and cherished.

We will proactively **encourage courageous advocacy** through our pupil leadership groups, so that all feel unique, loved and valued.

We will continue to explore ways of improving our **environment** (both inside and outside) so that it enables our community to **flourish**.

We will continue to develop the **professional growth** of all of our staff, and ensure the **well-being** of our staff is always considered, enabling them to **flourish**.

We will hold unwaveringly to our Christian vision and will be a praying, serving community, that understands that all are on their own unique spiritual journey.

Ofsted/ SIAMS Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<p><b>Ofsted:</b> Personal Development and Well-being</p> <p><b>SIAMS:</b> IQ3</p>	<p>To continue to promote opportunities for pupils to lead prayer in worship and daily prayer times in class.</p>	<p>Faith Team Growing Together in Spirit Team Parent Prayer Group Headteacher</p>	<p>Ongoing</p>	<p>Prayer Spaces resources Parent Prayer Group</p>	<p>Prayer is central to the life of the school – feedback received from the Growing Together in Spirit (Children’s Faith Team) and the Parent Prayer Group.</p>	
<p><b>Ofsted:</b> Personal Development and Well-being</p> <p><b>SIAMS:</b> IQ1/2</p>	<p>To remind staff and pupils to model our Christian ethos, and unconditional positive regard in our daily interactions.</p>	<p>All Governor Committees  All stakeholders</p>	<p>Autumn</p>		<p>The Christian vision of the school is rooted in the Bible. All stakeholders are fully aware of the Christian ethos of the school. The Christian ethos of the school is fully lived out in every aspect of school life, as evidenced in relationships with each other.</p>	
<p><b>Ofsted:</b> Personal Development and Well-being</p> <p><b>SIAMS:</b> IQ3</p>	<p>To proactively provide opportunities throughout the school for spirituality to be explored. To support staff to facilitate opportunities for spirituality to be explored. To promote times of spiritual reflection for staff, in addition to daily collective worship.</p>	<p>HT RE Lead GTIS Team Faith Team All staff</p>	<p>From Autumn 1</p>	<p>SDBE resources</p>	<p>Children and adults will have a greater understanding of what spirituality means to them, and will have had opportunities to explore their spiritual journey.</p>	

We will continue to focus on **writing** in the curriculum through the embedding of Write Stuff, in order to raise attainment.

Ofsted/ SIAMS Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>Ofsted:</b> Curriculum and Teaching Achievement <b>SIAMS:</b> IQ1	To map the writing units' objectives from The Write Stuff with the National Curriculum and Merton Writing objectives to ensure the curriculum is robust and progressive.	Writing Lead S, T & L Committee	Autumn	Merton Writing Package National Curriculum The Write Stuff	The writing curriculum is comprehensive, progressive and clear.	
<b>Ofsted:</b> Curriculum and Teaching Achievement <b>SIAMS:</b> IQ1	To embed a robust and consistent system for assessing writing, ensuring all teachers are confident in using it	Writing Lead S, T & L Committee	Autumn	Merton Writing package Online Assessment Sheets	Teachers are confidently completing the online assessment tool to assess pupils' writing	
<b>Ofsted:</b> Curriculum and Teaching Achievement <b>SIAMS:</b> IQ1/2	To incorporate oracy as a distinctive strand of our English curriculum by implementing in stages.	Writing Lead/ Teachers/Support staff S, T & L Committee	Spring 2026	Merton Oracy package PD Meeting	Pupils are able to listen with interest and make thoughtful contributions to discussions.  Older children make careful vocabulary choices, are able to use expression and articulate their views clearly.	

We will introduce a new class **reading** model to ensure children learn to read and develop a love of reading.

Ofsted/ SIAMS Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>Ofsted:</b> Curriculum and Teaching Achievement <b>SIAMS:</b> IQ1/2	To introduce a new whole class reading model in order to improve the teaching of reading across the school.  To monitor the effectiveness of the newly implemented whole class reading scheme, <i>Pathways to Read</i> , across Year 2-6.	Reading Lead SLT All teachers S, T & L Committee	From Autumn 1	Pathways material	The use of the different model is evaluated through assessment and pupil voice. Children make progress in their reading, and develop a love of reading for pleasure.	

We will continue to develop **fine motor skills** needed for **handwriting**.

Ofsted/ SIAMS Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>Ofsted:</b> Early Years <b>SIAMS:</b> IQ1/2	To implement strategies to support fine motor and handwriting skills through Funky Fingers activities, on a regular basis.  Where needed, to plan interventions to support children further.	EYFS team S, T & L Committee	From Autumn 1	Funky Fingers	Children's fine motor skills are developed so that they are able to hold and control a pencil when forming letters.	
<b>Ofsted:</b> Curriculum and Teaching Achievement <b>SIAMS:</b> IQ1/2	To implement extra-curricular opportunities for improving handwriting using a Magic Link tutor.	SLT External Tutor S, T & L Committee	From Autumn	Magic Link Tutor	Children where handwriting is an issue, show a marked improvement and have legible, joined handwriting.	

We will continue to embed the new SDBE **RE** Scheme of Work to enhance our RE teaching across the school.

Ofsted/ SIAMS Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>Ofsted:</b> Curriculum and Teaching Achievement <b>SIAMS:</b> IQ6/7	To embed the use of the new SDBE RE Scheme of Work and support staff in implementing it and enhancing it.  To use local places of worship and visitors to enhance the teaching of RE so that children gain first-hand experiences.  To develop a library of RE books and resources to supplement the scheme of work.	RE Lead HT Faith Team	From Autumn 1	SDBE Scheme of Work SDBE Training Teacher PD Meetings	Staff teach the new scheme and have the resources and confidence necessary.  Assessment data show children have the knowledge and can apply their knowledge to their lives, regardless of the religion/aspect being studied.	

We will introduce **Provision Mapping** to further enhance our provision for children with SEND, working together with families and other agencies.

Ofsted/ SIAMS Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>Ofsted:</b> Curriculum and Teaching Achievement <b>SIAMS:</b> IQ4	To implement Provision Mapping as a tool for writing SEND Support Plans so that they are used more effectively to support children, both at school and home.	SENDCo Teaching Staff Support Staff Parents S, T & L Committee	Teacher PD 09.10.25	Provision Mapping	Staff confidently use the new system, and parents give positive feedback about the new system.  Children are better supported to achieve their targets.	

We will improve our **online communication** to families and prospective families through an **updated website**.

Ofsted/ SIAMS Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<b>Ofsted:</b> All aspects <b>SIAMS:</b> All IQs	To refresh our school website so that it is attractive to prospective parents/families, whilst providing the information that current families need to support their child's learning.	E-Schools SBM SLT CFC Committee	From Autumn 2025 Website re-launched January 2026.	E-Schools Website	Prospective families apply to join our school and report that the website was informative.  Through the annual survey, current families report that the website is useful, and helps them find any information they need.	
<b>Ofsted:</b> Curriculum and Teaching Achievement <b>SIAMS:</b> IQ2	To provide further opportunities for families to engage with their child's learning through information workshops and effective use of the Learning Platform. To review the use of the Learning Platform to ensure it is being used effectively to support children's learning. To explore possible alternatives to update this platform so it is mobile friendly.	Teachers/SLT S, T & L  Maths Lead English Lead EYFS Lead  Class teachers	Autumn	Learning Platform Curriculum Workshops	Parents/carers have a better understanding of what their child is taught as a result of engaging with the Learning Platform.  Parents and carers have a better understanding of the school's approach to teaching core subjects and the progression across the school. Parents and carers feel more confident when supporting their child's home learning.	

We will embed the **Berry Street Model** throughout the school, with a focus on **unconditional positive regard**.

Ofsted/ SIAMS Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<p><b>Ofsted:</b> Achievement Attendance and Behaviour Personal Development and well-being</p> <p><b>SIAMS:</b> IQ1/4</p>	<p>To implement aspects of the Berry Street Model into normal inclusive classroom practice.</p> <p>To embed unconditional positive regard throughout the school so that all speak and act positively.</p>	<p>SENDCo All staff CFC Committee Faith Team</p>	<p>Introduced September 2025</p>	<p>Berry Street Resources</p>	<p>All children are able to learn more effectively as the learning chunks are more manageable through the use of brain break/positive primers.</p> <p>The whole school culture is one of positivity which is reported by all stakeholders.</p> <p>Children enjoy coming to school.</p>	

We will proactively **encourage courageous advocacy** through our pupil leadership groups, so that all feel unique, loved and valued.

Ofsted/ SIAMS Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<p><b>Ofsted:</b> Achievement Attendance and Behaviour Personal Development and well-being</p> <p><b>SIAMS:</b> IQ5</p>	<p>To further develop the role of the Pupil Leadership groups, to ensure they have focus on advocating for others in our community.</p> <p>To develop community links with the Wimbledon DONS and Evolve Housing, to ensure children have an understanding of the needs within our community.</p> <p>To introduce World Friendship Ambassadors to further encourage healthy friendships within the school community.</p>	<p>JLT/GTIST/Eco Warrior/WFA Leaders All staff Governors Faith Team GTIST</p>	<p>From Autumn</p>		<p>The school proactively advocates for others in our community who have less of a voice.</p> <p>The school proactively supports local endeavours, and understands the importance of loving our neighbours in practical ways.</p> <p>Children know what it means to be a good friend and live this out both in school, and out of school.</p>	
<p><b>Ofsted:</b> Achievement Attendance and Behaviour Personal Development and well-being</p> <p><b>SIAMS:</b> IQ5</p>	<p>To participate in Hemisphere's Racial Literacy Training program in order to identify and disrupt bias, and further embed a culture of belonging and opportunity for all.</p>	<p>Headteacher Training rolled out to all staff Hemisphere contact</p>	<p>From Spring 2026 – 3 year program</p>	<p>Hemisphere</p>	<p>Year 1 of the training is completed.</p> <p>Staff feel confident to call out bias, and any racism.</p> <p>Pupils feel they belong to the school community, and reach their potential.</p>	

We will continue to explore ways of improving our **environment** (both inside and outside) so that it enables our community to flourish.

Ofsted/ SIAMS Area	Strategies for Improvement	People	Timescale	Resources	Success Criteria	Progress
<p><b>Ofsted:</b> Attendance and Behaviour</p>	<p>To develop a Quiet Garden area in the playground, for use at play and lunchtimes.</p>	<p>HOTS SLT</p>	<p>September 2025</p>	<p>Finances from HOTS, school budget,</p>	<p>The play space will be inviting and encourage children to play positively.</p>	

Personal Development and well-being <b>SIAMS:</b> IQ4		Business Committee CFC		Governors and donations	Play times will be successful and will lead to a reduction of behavioural incidents.  All children will find playtimes a positive experience.	
<b>Ofsted:</b> Attendance and Behaviour Personal Development and well-being Achievement <b>SIAMS:</b> IQ1/4	To ensure the classroom environment is conducive to learning for all pupils, through neutral colours and tidy classrooms.  To develop Growing Together at lunchtime rules and enhance the dining room experience.	Teachers  SLT and pupils	From start of 2025/26 academic year	Neutral backing boards and consistent borders	Sensory overload is reduced allowing all children to learn more effectively.  Lunchtimes are calmer, with fewer behavioural incident in the dining room.	

We will continue to develop the **professional growth** of all of our staff, and ensure the **well-being** of our staff is always considered, enabling them to **flourish**.

<b>Ofsted/ SIAMS Area</b>	<b>Strategies for Improvement</b>	<b>People</b>	<b>Timescale</b>	<b>Resources</b>	<b>Success Criteria</b>	<b>Progress</b>
<b>Ofsted:</b> All aspects <b>SIAMS:</b> All aspects	To research the use of a new Management Information System and implement a plan for its introduction.	SBM Headteacher Business Committee	Research Spring 2026	Other schools MIS companies – BromCom/Arbor	The school identifies a system that would work for us and a plan for implementation is devised.	
<b>Ofsted:</b> Personal Development and well-being Achievement Leadership and Governance <b>SIAMS:</b> IQ1	To provide our teaching assistants with opportunities to develop/further develop their Teaching for Mastery knowledge and understand the pedagogy that underpins the teaching of it.	Maths Lead Support Staff S, T & L	Throughout 2025/26 academic year		Support staff feel confident in their ability to support the children more effectively in maths. Maths attainments is raised.	
<b>Ofsted:</b> Personal Development and well-being Achievement Leadership and Governance	To develop an annual plan, with key dates and pressure points identified, in order to support staff wellbeing and workload.	Phase Leaders CFC Committee	September 2025		Staff are able to more effectively plan their workload. Staff are supported and able to meet deadlines. Staff attendance is better.	

<b>SIAMS:</b> IQ1/4						
<b>Ofsted:</b> Personal Development and well-being Achievement Leadership and Governance  <b>SIAMS:</b> IQ1/4	To provide all staff with the opportunity to shadow or observe more experienced staff with a clear focus for development	All	Throughout 2025/26 academic year	Timetabling	Staff have been able to observe the practice of others. Staff feel confident in evaluating the practice they have observed.	

Whilst the above are our key priorities for 2025-2026, we will also continue with the following strategies for improvement:

<b>Ofsted Area</b>	<b>Strategies</b>
Curriculum and Teaching Achievement	Further develop the automaticity of additive facts assessment tool to include multiplicative facts and to share the tools with the rest of the school to use. Introduce and implement the new Mastering Number materials across Year 3 Continue to provide additional Number Sense support to KSI & LKS2 pupils Ensure that children arriving during KS2 receive the support they need to raise their attainment Sustaining our Maths Mastery approach by participating in London SW Maths Hub Maths Mastery Sustaining Programme Continue to offer high quality interventions to ensure that children make effective progress. Continue to develop teacher expertise in the teaching of PE through working with the PE coach, access to MSSP CPD and peer coaching. Further develop our participation in competitive opportunities with other schools, outside of MSSP offer. Review our RSE curriculum to ensure it is in-line with current guidance.
Behaviour and Attendance	Continue to monitor attendance and punctuality to ensure that all families recognise the importance of being in school on time, and regularly.
Personal Development and Well-being	Continue to ensure that all have equal access to the enrichment opportunities available Continue our work on maintaining our Eco-Schools Status and applying for TfL Bronze Status
Safeguarding Achievement Leadership and Governance	Maintain highly effective safeguarding processes with due regard to the current KCSIE 2025 – including online safety and AI Continue to use Pupil Premium effectively through embedding strategies recommended by the EEF Toolkit and developing a PP Passport for eligible pupils. Continue towards journey of being GDPR compliant
EYFS	Enhance the use of Tapestry as a way of engaging parents in their child's learning. Continue to ensure the EYFS curriculum builds sequentially in all areas.