

Holy Trinity Church of England Primary School



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Chair of the Governing Board: T.Fettes

HEADTEACHER'S REPORT (School Self-Evaluation)

J.Griffith

We believe that this school is at least a good school.

TO THE GOVERNING BOARD OF Holy Trinity Church of England Primary School Spring Term 15th March 2022

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

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 enable 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.

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Ofsted: June 2018 1 day inspection: **GOOD** Safeguarding is effective and the quality of learning and teaching is good.

Self-evaluation judgements					
	Personal Development, Behaviour and Welfare	Quality of Teaching, Learning and Assessment	Outcomes for Children and Learners	Effectiveness of Leadership and Management	EYFS
OFSTED 2018	2	2	2	2	2
SEF July 2019	1	2	1	2	1
SEF Nov 2019	1	2	1	2	1
SEF March 2020	1	2	1	2	1
SEF Nov 2020	1	2	1	2	1
SEF July 2021	1	2	1	2	1
SEF Nov 2021	1	2	1	2	1
SEF March 2022	1	2	1	2	1
SIAMS and self-evaluation judgements					
	How well does the school, through its distinctive Christian character, meet the needs of all learners?	What is the impact of collective worship on the school community?	How effective is the religious education?	How effective is the leadership and management of the school as a church school?	
June 2014	Good	Satisfactory	Satisfactory	Satisfactory	
SEF Toolkit March 2016	Good	Good	Satisfactory	Satisfactory	
SEF Toolkit March 2017	Good	Good	Good	Good	
Interim ODST June 2017	Good	Good	Good	Good	
SIAMS January 2018	Outstanding	Outstanding	Outstanding	Outstanding	

School Context

- This voluntary aided primary school has 240 pupils on roll and is average in size.
- The school serves an area with a large proportion of social and economic wealth. It is in the least deprived quintile of all schools nationally in terms of deprivation.
- Pupils enter EYFS with varied abilities with the largest proportion being at average ability.
- English as a first language is 95.4% (National: 78.6% RBWM: 82%).
- The number of pupils entitled to pupil premium and Ever 6 funding is 23 (9.6%) and is below the national average (20.8% Jan 2021).
- 5 pupils (2%) have EHC Plans for learning difficulties, disabilities and additional needs which is below national average (3.7% Jan 2021).
- 33 pupils (13.1%) are on our SEN register. 28 do not have an EHCP (12.1%). This is in line with national average of 12.2% (Jan 2021).
- The gender ratio is boys: 47.9% and girls: 52%.
- Attendance target is 96%
- Attendance at Holy Trinity this year: 94.02% (National average is 90.3% up to 3rd Feb 22)
- Persistent absence for current year is 15.8% (38 pupils).
- Covid cases since 01/09/21: Pupils – 78 (32.5%) Staff – 8 (25%)
- In 2018/19 our rate of overall absence of 3.5% was slightly below the national average for schools with a similar level of deprivation (3.9%). Our persistent absence in 2018/19 (8.2%) was in the highest 20% of schools with a similar level of deprivation. Of these absences, pupils whose first language was not English was in the highest 20% of all schools.
- In 2018/19 Holy Trinity received £965,952 in grant funding. £327,499 less than the national average.
- In 2018/19 we had a per pupil spend of £4,484. National average was £4,845.

Staffing Structure

The school senior leadership (The Heads Team) is made up of the Headteacher and the two Assistant Headteachers. This structure has been in place since September 2020. There is a middle leadership team who take on the phase group lead roles, subject leadership and TA deployment. The SENCo is part time and holds the national SENCo qualification. All teaching and support staff are involved in curriculum development and each subject is led by a class teacher with TA support. 2 HLTAs & 1 pastoral support member form part of the TA team. There are currently 11 qualified teachers (including part time staff, the Headteacher and SENCo). 31 staff are employed by the school, some of which are part time (*this figure includes admin staff, the site manager and clerk to the Governors*). We have employed 2 qualified, experienced teachers (part-time) to deliver catch-up sessions for identified pupils across the school (started in September 2020 and continuing this year.)

Safeguarding, Health & Safety

There are four adults trained as Designated Safeguarding Leads (DSL). These include the Headteacher, one of the Assistant Heads, the SENCo and a middle leader. All other staff are trained in basic safeguarding. PREVENT, first aid, specific administration of medical needs, positive handling and offsite educational visits are also covered by staff throughout the school. Training and checks are conducted through the LA of which the school has an annual service level agreement.

Vision and Values

A shared vision was recently reviewed with all stakeholders, shared with all and implemented across the school (see front cover of this document). The school achieved 'outstanding' in SIAMS (Jan 2018) and the vision and values are embedded throughout. British values sit alongside

Christian values to strengthen our SMSC learning and Religious Education. The four main areas of our vision focus on children, staff, the learning environment and community.

Curriculum & Community

Since the last inspection, pupil voice and pupil responsibilities have continued to grow and are embedded in the school culture. These include Spiritual Leaders, Eco Warriors, Digital Leaders, School Council, Sports Ambassadors and Head boy/girl roles. The school was awarded Investors in Pupils (September 2018) and was deemed proficient. The Spiritual Garden is a learning and reflective space. The church team use the school grounds (in 'normal' times) to hold a successful annual Autumn Fair which involves many local groups and is very well attended by many members of the village and school community. The Scout and Cub groups have used our grounds for meets.

Buildings and Premises

We are currently planning an outdoor play structure for KS2 pupils. Work is underway with pupils to improve outdoor facilities for the future. PTA have agreed to raise funds towards this.

The staff car park is no longer fit for purpose and is on the SDP for expansion Summer 2022. The roof also needs repairing in areas and this is also a focus on SDP.

Annual reports to Governors in addition to this report:

- SEND Annual Report
- DSL (Safeguarding) Annual Report
- LAC/PLAC Annual Report

TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Autumn 1 2021	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. RHSE: To develop staff through CPD. Support parents if required. 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. CURRICULUM EVIDENCE: To use Big Books to show evidence of learning in Music, RE and Computing Y1 – Y6.	New EYFS Framework: To ensure EYFS staff are secure in knowledge of new requirements. Ensure EYFS curriculum is tailored to Holy Trinity pupils. Impact will show Reception pupils settle well and make good progress in their learning. EYFS staff are confident in EYFS framework and curriculum.
Term 2 Autumn 2 2021		Computing: To ensure consistency and coverage in computing curriculum. Provide CPD for staff. Utilise National Online Safety resources. Impact will show progression and coverage of computing curriculum provides exciting learning opportunities for pupils. Cross curricular links are explicit. Internet Safety has high profile across the school and community.
Term 3 Spring 1 2022		Phonics: To undertake a full audit of current phonics provision and resources and research available schemes. Impact will show teaching of phonics is faithful to one scheme throughout the school. Pupil attainment and application of phonics in writing is high.
Term 4 Spring 2 2022		Collective Worship: To review current provision and plan to involve pupils more. Explore ways to ensure Collective Worship expresses our vision. Impact will show Collective Worship is planned and evaluated by stakeholders and is unique to Holy Trinity. It is inclusive and inspiring resulting in high engagement and enjoyment for pupils and adults alike.
Term 5 Summer 1 2022		RHSE review: To revisit RHSE curriculum resources and CPD for staff. Pupil evaluation and input gathered. Impact will show RHSE provision is appropriate and tailored to Holy Trinity pupils. Staff feel confident to deliver the curriculum and parents are supported if they request it.
Term 6 Summer 2 2022		Creative Curriculum Review: To evaluate topics and curriculum coverage. Is it relevant and inspiring? Does it reflect the needs of Holy Trinity pupils? Impact will show curriculum design is bespoke to Holy Trinity and reflects the needs of our pupils and community.

QUALITY OF EDUCATION

Implementation: What have we accomplished since the last report?	Impact: How has this made improvement?	Intention: What are our next steps?
EYFS Provision		
- Continued to plan curriculum provision based on the interests of the cohort. - Nuffield Early Language Intervention programme has been taking place. - Engaging with cluster EYFS to share ideas/moderate. - Ensure resources are fit for purpose and renew on a rolling programme. - EYFS Governor visit.	- Pupils are engaged in their curriculum. - NELI is providing intensive intervention for identified pupils. - Governors aware of revised framework and implementation at Holy Trinity.	- Continue to monitor the Nuffield Early Language Intervention programme (NELI). - Plan transition for the 2022/23 cohort. - EYFSP data harvest and submission. - Ensure reading materials are fit for purpose and match phonics teaching. - CPD for all EYFS staff on phonics delivery. - EYFS lead to visit another setting with school leadership to seek advice and discuss good practice. - EYFS FSP to be submitted in summer term.
Writing		
- Ensured staff have really secure English subject knowledge (especially GPS). - CPD in TWS to support teachers – on-going. - Internal moderation of writing prior to Autumn data harvest. - Autumn data harvest – writing data analysed. - Analysed progress of identified groups (SEND, Disadvantaged, Catch-up). - Subject leader monitoring across the school of books, planning and environment. - Termly Governor visits to focus on development of writing across the school. - English subject leader presented at Governors Meeting.	- Monitoring of the teaching of writing shows consistent use of the approach across Y1 – Y6. - Online unit plans support staff in reducing planning time. - Writing is a main development focus throughout the school and remains high profile. - Governors fully informed about progress and development in Writing. - Data analysis provided evidence of progress in writing standards but still an area of focus. - English Leaders have a good grasp on standards and provision in their subject.	- Cluster writing moderation to take place. - Prepare for LA writing moderation for KS1 and KS2. - Subject leader monitoring of lessons and pupil voice. - Continue with termly Governor visit to monitor writing progress. - English subject leaders to attend 'deep-dive' training. - Ensure pupils have adequate opportunity to apply learning in TWS across a range of independent writing. - Spring data harvest. - Arrange CPD from TWS provider -planned INSET next academic year.
Phonics		
- Leaders evaluated current phonics provision in order to plan improvements and resource provision. - Budget considered. - SSP programmes evaluated to ensure right choice. 97% of Y2 met phonics pass rate Autumn 2021.	- Pupils still in receipt of good phonics teaching. - EYFS and KS1 practitioners fully aware of guidance and need.	- Further investigation into chosen SSP to include CPD and costing. - Audit reading books to ensure they match SSP delivery. - Research replacement of reading books to match SSP. - Purchase SSP. - Purchase reading books. - Deliver CPD. - Planned intervention in Y1 for additional phonics provision.

CURRICULUM VISION

- Staff and Governors planned a workshop to explore the vision we have for the curriculum at Holy Trinity. - Governors attended RBWM training around Ofsted and the curriculum.	- Governors aware of their role in shaping the vision for the curriculum at Holy Trinity. - School Leaders have a shared vision for Holy Trinity Curriculum.	- Staff and Governors joint working on curriculum vision to ensure shared ownership and understanding. - All NC subject areas are explicit in explaining the vision for the subject and the curriculum as a whole. - Subject leaders are confident in curriculum choices and provision for their subject area. - Ensure parents, staff and Governors have a shared understanding of the vision for Holy Trinity Curriculum. - Ensure our website reflects this vision and has clear areas for each NC subject. - Provide time for subject leaders to prepare their vision documents for their subject area.
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CURRICULUM IN ACTION

- From monitoring and SDP evaluation, NC subjects to focus on: Phonics & Collective Worship are our current foci Phonics - See above Collective Worship - Pupil voice has been heard via RE leader time to discuss. - RE leader attended Diocesan training on Collective Worship. - Reverend Jon has continued to be involved in delivery of Collective Worship (virtually). - Spiritual Leaders have been involved in delivery of Collective Worship. - Display has been refreshed to reflect pupil voice and world religions. - Bubbles have widened so we are able to join together more for Collective Worship (although virtual CW has been continuous). Trips and visits - Autumn and Spring visits were planned and went ahead. - Explored how to evidence foundation subjects in a meaningful and manageable way. Explored the use of Big	- Y6 visit to Brook wood Cemetery (History link) - Y4 & Y5 trip to Ufton Court (History link) - Y2 visit to Hampton Court (History Link) - Y1 visit to Windsor Castle (History link) - Y3 Iron Age Celtic Harmony visit (History link) - KS2 Berkshire Maestros musical performance (music link) - EYFS & KS1 Theatre visit (PSHE link) - Years 3, 4 & 5 'Mission To Mars' workshop (STEM link) - Y2 Cadbury World Virtual Visit (Geography link) - Y3 visit to Egyptians workshop at Eton College (History link) - Y5 & Y6 participation in Maths Challenge at The Marist - Y2 visit to Marwell Zoo (Topic link)	- Pupil voice – do pupils feel they are represented in our curriculum? - To continue to develop and monitor the use of Big Books for evidencing foundation subjects. - Continue to plan visits to cement learning and bring our curriculum vision to life.
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Books. In place for Music, RE and Computing.		
CULTURAL CAPITAL/DEVELOPMENT		
- Educational visits and experiences planned to offer opportunities to pupils. - Continued work with EWO and families for whom absence is a concern. - Continued to support families financially if in need. - Continued to plan educational visits if situation allowed. - Continued to expose pupils to other cultures and celebrate differences through curriculum delivery.	- Children and families have had access to school staff to be able to share concerns and continue to offer advice and support. - Children have had access to high quality experts in their field and a hands-on approach to learning. Examples include: ➤ Y1 – Y6 Life Base virtual session ➤ Y3, Y4 & Y5 STEM session ➤ School Council visits to Holy Trinity Church ➤ Black History focus on Black Heroes in all year groups	- Continue to track persistent absentees and plan & implement meaningful support. - Plan a school celebration to commemorate Her Majesty the Queen's Platinum Jubilee - Continue to plan educational visits and trips to provide our pupils with cultural and educational opportunities.
ATTAINMENT		
- Pupils needing catch-up intervention identified across the school and progress and impact is being monitored and tracked. - An experienced teacher employed to deliver the catch-up sessions in KS2 one morning per week. - Autumn data harvest (see data documents) - Y2 submitted Phonics Screening to DfE (97% pass rate). - Pupil Progress Meetings conducted with teachers to identify barriers and plan next steps.	- Pupils identified have been in receipt of regular catch-up intervention (additional teaching in small groups.) Specific learning objectives have been identified by teachers and the catch-up teaching is highly focused. - Pupils' attainment has been negatively impacted by school closures (especially writing). - Pupil Progress Meetings – common barrier that has been identified by teachers is time to conduct planned interventions. Also negatively impacted by staffing absences and working in restrictive bubbles.	- Continue with catch-up interventions and targeted support for identified pupils. - Deliver booster sessions to identified Y6 pupils in reading, SPAG and maths. - Adapt curriculum and teaching as necessary throughout the year to continue to plug gaps in learning. - Spring data harvest. - Attainment and progress analysed for identified groups that we are tracking carefully. - Review assessment procedures in Computing.

BEHAVIOUR AND ATTITUDES

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
BULLYING AND DISCRIMINATION		
- Use ELSA expertise to deliver class sessions throughout the school. - Continue to encourage pupils to 'stand up and speak out' against any discrimination or bullying behaviours.	Our pupils are frequently asked to consider right choices of behaviour through focusing on our values. Having opportunities to discuss behaviour choices with their peers and teachers gives them support and a further range of behaviour choices to draw upon.	- Engage with the LA SEMH project to provide CPD for all staff and support for pupils. - Review our Behaviour Policy in light of SEMH project/training.

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	Any incidents are resolved swiftly.	
ATTENDANCE & PUNCTUALITY		
- Covid cases since 01/09/21: Pupils – 78 (32.5%) Staff – 8 (25%) - Attendance since 01/09/21: 94.02% - Staff absence has been high. - We have had a lot more requests for term-time holiday absence: 50 requests (not total of days) 16 authorised (not yet CSA, exams, school visits, sporting event) 34 unauthorised (holidays) - Persistent absence (less than 90% attendance): 38 pupils 15.8% (This includes a pupil on a reduced timetable and a pupil that has had surgery with subsequent recovery time.) National average 2018/19 was 19.1%. - Confirmed situation with EWO for a pupil who has not returned to us since January 2021 – impacting on attendance data. Now off-roll. - Letters of concern around attendance sent to parents from Headteacher. - Letter to all parents around attendance and importance of good attendance.	- Impact of covid related absence on missed learning for absent pupils and gaps in learning. - Increase in requests for term time holiday absence which has a negative impact on attainment. - Increase in extended absences to isolate before travelling to avoid catching covid. - Staff absence has negatively impacted other staff wellbeing.	- Continue to work with the EWO and families whose attendance is causing concern. Offer support where possible. - Continue to send letters of attendance concern to parents. - Engage with the LA on the ERSA programme (Emotionally Related School Avoidance) with a view to supporting identified pupils.

PERSONAL DEVELOPMENT

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
LEARNERS BROADER DEVELOPMENT		
- Provided opportunities for pupils to develop their confidence and public speaking skills for Christmas performances (even if they were recorded!) - We continue to seek ways to provide opportunities for pupils to develop their own interests and talents and share them with the school, celebrating successes as well. - School values and vision discussed through CW and on-going.	- Y6 Pupil Leaders have grown in confidence and shown great leadership skills when organising and presenting to our school family and visitors. - Digital Leaders are supporting their peers in developing coding skills. They are leading the Club. - Our termly values were still discussed and explored through virtual Collective Worship promoting pupils' character development and understanding. - Pupils are exposed to discussions about tolerance and respect	- Continue to develop the pupil leadership roles to provide opportunities for pupils to use personal skills and share ideas about how to shape/grow the role. - Explore opportunities for pupils to compete with cluster schools. - Looking forward to welcoming more visitors and planning more opportunities for pupils to develop their skills and experience.

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• Pupils have been inspired to raise funds independently for PTA projects. • Pupil Leaders in Y6 have taken on their roles and responsibilities. • Charters students are volunteering their time. • Digital Leaders are leading a weekly Computing Club. • Y5 have developed their cycling skills through bike-ability. • Y5 & Y6 have entered the Maths Challenge at The Marist.	often. They have the chance to see others' views and show respect. • Road safety is a key outcome of bike-ability alongside cycling skills and confidence. • The Maths Challenge offered opportunity to develop confidence and teamwork as well as experience a new setting.	• Providing Years 5 & 6 with broader experiences on their residential visits.
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PHYSICAL HEALTH

• Sports Premium report updated to reflect achievements and future plans. • Actively celebrating pupils sporting achievements outside of school in celebration assemblies, newsletters and displayed in school. • Swimming has gone ahead for years 3 & 4 this term • After/before School Clubs have gone ahead this term to provide opportunities for pupils to develop their physical health.	• Continuing with club provision and encouraging uptake is having a positive impact on pupils' physical health. • Pupils in Y3 & Y4 have enjoyed swimming and benefitted from the impressive facilities and specialist teaching.	• Investigate the possibility of an all-weather running track around the field. • Plan for playtime activities to engage pupils. • KS2 Adventure Playground plans to be followed up. • Physical health elements of new RHSE curriculum to be secure. • Engage in Inter-Sport competitions and festivals with the local cluster. • Years 5 & 6 to swim in summer term to make up for lost learning during closure/restrictions. • Monitor any y3/4 pupils who have not met the NC swimming requirement by the end of this term.
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MENTAL HEALTH

• SMHL training in place (DfE funded). • ELSA support is available for identified pupils. • Performance Appraisal focus on staff wellbeing to offer opportunities to discuss any concerns. • Internet Safety Week focus across the school. • Nurture Groups running in school. • SMHL on-going CPD & presentation to FGB.	• Staff are aware of the Staff Wellbeing Policy and how to seek support if needed (two staff members have accessed support when signposted to it and have found this support helpful). • Internet Safety Week opportunities to discuss relationships and behaviours on-line including screen time and cyber-bullying. • Nurture Groups provide support to pupils with friendship/social interaction difficulties in a safe way.	• SEMH project to be in place after Easter for 6 weeks. • Monitor impact of SEMH project and consider how to resource future need. • Monitor aspects of mental health in RHSE curriculum. • Consider sourcing additional ELSA support. • Continue to provide support for pupils as identified by class teachers/parents. • SMHL to report to Governors on action plan as a result of CPD.
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CHRISTIAN DISTINCTIVENESS

• SIAMS Leader engaging pupils in the planning and delivery of Collective Worship. • SIAMS Leader has attended Diocesan training on Collective Worship and Spirituality. • SIAMS leader has collected pupil and staff voice on views of Collective Worship linked to our vision and values. • Spiritual Leaders (pupil roles in Y6) appointed to work alongside SIAMS leader. • Collective Worship has continued (virtually). We are slowly widening our bubbles. • School Council have been attending meetings hosted at the church – Revd Jon has been involved in these meetings too. • Revd Jon has delivered Collective Worship in school virtually.	• Continuing Collective Worship following our values and planned Bible focus' has ensured our Christian distinctiveness is still celebrated. • Pupils involved in planning, leading and evaluating Collective Worship has encouraged leadership skills and engagement. • SIAMS Lead is confident in subject knowledge to disseminate training and support staff. • A sense of community has been fostered by Reverend Jon continuing to be involved in Collective Worship.	• RE Leader to work with pupils to develop Prayer Spaces around school inside and out. • Familiarise ourselves with the recently published 'Guidance for Collective Worship' document to ensure we are at least compliant. • RE leader to attend training on assessment in RE. • Easter services to go ahead for the community.
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LEADERSHIP AND MANAGEMENT

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
LEADERSHIP		
• Ensured school is a safe place for staff and pupils – put in place guidance from DFE and reviewed risk assessments. • On-going communication with parents to inform changes to procedures and risk assessments. • ECT continues to be well supported by her mentor. • SDP for 2021-22 ongoing evaluation in place. Contributed to by all subject leaders. • Teachers Performance Appraisal. • Supporting EYFS in the new framework and curriculum design and provision. • Audited phonics provision and researched an updated scheme of work. • Recruitment drive for TAs. – 1 x FTE recruited	• Staff with new responsibilities are keen to develop their skills – CPD has been provided. • We have been able to provide staff with opportunities to develop and grow. • Holy Trinity has an experienced staff body that has a positive impact on children and families. • Honest and open dialogue between staff and leadership is greatly appreciated. • To be able to provide clear leadership in such uncertain times is what the staff, pupils and parents need and we are proud of our efforts! <u>Governance</u> • All scheduled meetings have gone ahead virtually providing strategic direction and support to the leadership.	• Ensure subject leaders have sufficient time to fulfil their responsibilities. • Continue to seek and provide high-quality CPD for subject leaders. • Continue to seek guidance and advice on EYFS revised framework expectations (especially around EYFSP procedure). • Work alongside Governors to fully develop our vision for the curriculum at Holy Trinity. <u>Governance</u> • Continue to plan Governor visits linked to SDP and actions from previous visits. • Continue to attend training.

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- Managed high numbers staffing absences and continued to provide high-quality face-to-face education for all pupils. - Ongoing development of subject leaders to ensure every subject is well-led and managed. - Safeguarding is well managed and DSLs are all able to respond to needs as they arise. 2 x students supported well in their ITT. <u>Governance</u> - Both parent governor vacancies filled – induction process underway. - New Chair of Governors in post – support available when required. - Roles and responsibilities of governing board linked to SDP and necessary chairs of committees. - Governor Visits conducted in line with SDP. - Appointed a Vice Chair. - Appointed Chair of SAC committee. - Support and challenge for Headteacher.	- Governor training has continued virtually to ensure all governors are fulfilling their roles. - Governor biographies ensure transparency and inform parents/prospective parents of the role of the governors in the leadership of the school. - Governor visits linked to SDP and actions from previous visits are on-going monitoring and challenge. - Headteacher feels fully supported by Governing Board to deliver SDP and fulfil responsibilities. This also includes Assistant Headteachers in the absence of Headteacher.	- Ensure Governor area of website provides biographies for all governors. - Develop our vision for the curriculum at Holy Trinity via a workshop.
FINANCE		
- KS2 playground 3 quotes are in – work to commence ASAP. Funding in place via PTA and parent donations. - Car Park expansion awaiting 2nd quote. - Applied for funding from the Diocesan condition grant to repair the roof. - Explore alternative Grounds Maintenance contract that is fit for purpose. - Tree survey conducted. - Recruited 1 x TA to cover maternity leave in Y1	- Recovery Premium (Catch-up funding) being used well to benefit identified pupils that have been disadvantaged due to school closure. - F&R are fully aware of budget projections in light of reduction in pupil numbers going forward.	- KS2 playground work to commence. Risk assessment to be written. - Consider staffing going forward with the double intake year leaving Summer 2022. - Pursue the set-up of a school credit card. - Recruit 1 x TA for KS2 vacancy. - Phonics and reading scheme to be purchased going forward. - Explore revising Letting Policy to charge for external club provision from September 2022. - Commence date for Grounds Maintenance contract that is fit for purpose. - Staffing car park extension to be arranged – funding from Parish Council to be secured. - Ensure any outstanding actions on Health and Safety action plan are actioned in a timely manner.

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		• Work from tree survey to be conducted in Easter Holidays. • Continue surveying oak trees for OPM and plan any needed action.
STAFF		
• Performance Appraisal for teachers complete. • Continued to provide support and monitor progress of ECT. • Navigated high numbers of staff absence. • Student placements – students have been supported in their development. • See training log for on-going CPD. • Office staff Performance Appraisal conducted. • Appointed 1 x TA FT equivalent in KS1.	• We retain high quality teaching staff across the school. • Performance Appraisal for teachers (including wellbeing) focusing on SDP priorities. • CDP has been focused on SDP and identified development from Performance Appraisal meetings.	• Appoint 1 x TA FT equivalent. • Plan staffing structure for 2022/23. • Continue to provide CDP for subject leaders. • Explore additional ELSA provision. • Complete TA Performance Appraisals.
STAFF WELLBEING		
• Assistant Head in receipt of DfE funded training (Senior Mental Health Lead) • SMHL presented to FGB on project intentions. • Focus placed on staff wellbeing during Performance Appraisal discussions and target setting process. • Continued to signpost staff to support if needed.	• Staff know how to access support if needed. • Performance Appraisal discussions are an opportunity for staff to share any concerns about wellbeing. Mental First Aiders on staff team to support if need identified too.	• Staff fitness club to continue. • Review staff workload as part of a staff wellbeing questionnaire. • SMHL to continue with CPD and focus on staff wellbeing.

Reports from Assistant Headteachers

Michelle Wallbanks

• Behaviour & Safety • School Council • PTA link • TA Lead • Music • Maths • Student Placements • Feedback and Marking • Performance Management • Creative Curriculum • P4C and growth mindset		
Implementation	Impact	Intention
What have I accomplished since the last report?	How has this made an improvement?	What are my next steps?
• School Council now meeting at the church once a month.	• There is a greater sense of enjoyment and excitement from	• Continue to hold meetings at the church and explore further

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Thank you to Reverend Jon for accommodating us and being part of the meetings. • School council helped to organise 'Who's Who' mufiti day. They also started individual and group fundraising for the school. This helped to purchase football goals and money towards the KS2 play area. We are very proud of the pupils! • Staff INSET on behaviour (feeding back from CPD) and policy review. Created a bank of 'dealing with difficult conversations' to share with staff • Review of creative curriculum through subject monitoring in January 2022 showed more evidence of outdoor learning, some trips, subject/ topic days, diversity, risk taking, creative topics and interesting cross curricular learning. • Year group long -term plans are now in place showing clear progression between year groups. • 'Big music books' now being used in every class. Staff following 'Charanga' and our Holy Trinity music curriculum. • Created a whole school long-term plan for maths. New maths display up in communal corridor. UKS2 girls entered the Marist math's competition coming 4th	School Council about the meetings and it is helping to further foster our community feel. • This has motivated other pupils to raise money for the school, showing compassion, community spirit and independence. Pupils are living by our whole school values • All staff are now more confident with our whole school policy • Pupils are making deeper links between subjects. Trips and topic days are beginning to happen again • We now have consistency across our long-term plans and clear objectives for new staff to follow • There is now evidence of the music curriculum being taught across the school. We can now celebrate pupil's work and comments. It has helped to raise the profile of the subject. • Display showcasing progression in real life maths across the school	links with the church/ community and council. Meet as a whole school council when it's safe to do so. Organise a school council trip. • School council to organise more fundraising days and lead other pupils in deciding upon a chosen charity to support • Make slight changes to Behaviour Policy (based on staff review) before sharing again. Meet with teachers and TAs to work on dealing with difficult conversations • Continue to encourage more trips • Staff to take part in outdoor learning training and share ideas on how to make the most of our school environment • Long – term plans to show progression within each year group. Maths and English objectives to be added to long – term plans. Each subject to have its own long - term plan • Continue to use 'Big music books' Ensure there is at least one piece each half term and evidence covers all attainment targets. Finish the music display. • Share long term plan for maths with staff and teachers to add in more cross curricular links/ hooks. Then add this to year group LTPs. Agree a date for a parent calculation workshop
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Key responsibilities:

- SIAMS
- RE
- Collective Worship
- Assessment
- Data tracking and analysis
- Safeguarding & Child Protection (DSL)
- Performance Appraisal
- MFL

Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
• Commenced in November 2021 - Senior Mental Health Lead (SMHL) Course in Establishing a Whole School Approach to Mental Health (Beginners Course) endorsed through Leeds Beckett University. • FFT Lightning Squad progress update. • Performance Appraisal of staff and TAs. • RE subject Leader monitoring. • To develop and engage pupil participation in planning and delivery of collective worship. • Attended the Diocesan Collective Worship and Spirituality Training (Feb 2022). • Continue to support families experiencing difficulties through DSL role. • Accomplished data harvest for Autumn Term, data Analysed and priorities fed back into SDP.	• Awarded a grant to participate in this beginner's course in establishing a whole school approach to mental health. Involved Pastoral/SEND Lead to drive project. Project is still in infancy stage. Current achievements - initial statement of intent has been written and project focus on staff development to support their own wellbeing. • Due to the Government changes to the catch-up funding programme we no longer qualified to take up the programme. • Performance Appraisal of Teaching Staff have been undertaken and one support staff member. • RE subject leader monitoring identified that the Big RE Book was purposeful and displayed a cross section of children's work. Support given to specific year groups on Understanding Christianity units and outcome expectations. Target - to celebrate children's work from each year group on display board. • Meeting with Spiritual Leaders in Autumn Term to discuss their role. Ideas were gathered and SDP updated. Roles assigned for the Harvest Festival. Governors at the service complemented the pupils. Further COVID restrictions halted future whole school services. • Class discussion across the school about how we are living our vision through collective worship. Ideas gathered with suggestions for what we could do better. • Class discussion about 'How do we know God loves us?' – pupil voice celebrated and displayed in hall.	• Communication of SMHL project to stakeholders and identify quick wins for staff focus. • Complete Performance Appraisal of three remaining TA staff as a priority after February half term. • Action from Diocesan training and feedback from the pupils about living our vision through CW - use of outdoor spaces, collective worship tables and introduction of prayer spaces around the school. • Celebrate and display children's learning in RE. • Spiritual Leaders to become empowered to lead CW in Summer Term. • SIAMS meeting scheduled for May 2022 with Marion Standing (Diocesan Advisor).

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SEND Report

SEND & INCLUSION – February 2022

(See also SEND Annual Report to Governors November 2020)

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
• Pupils for catch-up funding identified and support put in place (Year 1 Phonics and KS2 Literacy and Maths interventions); groups changed according to need. • Several pupils referred to CAMHS for ASD / ADHD assessment; parents supported and information provided for workshops and courses. • Continued liaison regarding placement for pupil with EHCP (RBWM) who is currently on a reduced timetable. • Liaison with RBWM for pupil with an EHCP (Holy Trinity named, despite consultation response) with significant needs; currently supported by tutors funded by RBWM. • All pupils with SEND continue to be monitored through data analysis and progress meetings. • Academic interventions have continued as far as possible, with pupils prioritised as necessary. • SEND data reviewed to determine/ confirm support required for individual pupils and identify concerns. • Ongoing liaison between all staff regarding pupils with SEND ensures best practice is followed where possible. • Established a social group for a small group of Yr 5 pupils to support social communication and wellbeing. • Secured RBWM's SEMH 6 week project (additional adult) support for a pupil with high needs (not EHCP). • Continued to prioritise pupils for emotional literacy support from ELSA. • Utilising Boxall Profile online system (funded by RBWM) to highlight developmental areas of need for key pupils.	• Pupils' needs continue to be monitored so that intervention is appropriate to maximise progress. • Social group has been successful and pupils are enjoying attending; pupils becoming more confident and sharing ideas. • Continued communication with parents ensures they know their concerns are being heard and addressed. • Continued liaison with external professionals, including referrals, means that pupils receive appropriate support at the earliest opportunity. • Boxall profiling enables identification of specific, measurable targets to be set for specific pupils. • 1 high needs EHCP pupil is being funded (10 hours 1:1 tuition) by RBWM; this means we are not having to remove class support from other pupils to provide for him. • SEMH team support for one pupil will hopefully reduce impact of behaviours on peers and staff. CDP for staff included as part of the project.	• Continue to make provision for pupils with SEND, ensuring intervention and support is put in place as early as possible. • Progress with a new EHCP Needs Assessment request and continue to challenge funding and / or placements for those with EHCPs. • Continue to share training information on best practice as well as resources (on a range of issues such as OT and speech and language) with class teachers and TAs through SEND resource section on staff server. • Review training needs of staff to ensure that we can support pupils' needs in school. • Continue to roll out the Boxall profiling for all pupils with social and emotional needs (who see ELSA for support); set targets and share with class teachers.

Curriculum Subject Focus

(Please explore the [Curriculum page](#) on our website too.)

Computing

Our curriculum **intent** for **Computing** is that every child will:

- be inspired and enthused by the creative possibilities technology offers
- know how to use technology safely, respectfully and responsibly,
- understand and apply the fundamental principles and concepts of computer science
- gain practical experience of writing computer programs in order to solve problems.
- gain a wide range of experiences in technology in order to prepare pupils for their next phase in life

Holy Trinity is committed to ensuring all children have full access to a high-quality computing education. We have a range of excellent resources to support children in their learning across the whole curriculum as well as in their discrete computing lessons. The school makes good use of shared resources such as iPads, laptops and other technical resources which can be used within lessons or as part of group work.

Implementation of the Computing Curriculum at Holy Trinity

The Curriculum is largely focused around 3 key areas:

- **Digital Literacy:** using IT purposefully, creatively and safely.
- **Computer Science:** developing computational thinking and programming skills.
- **Information Technology:** understanding how computers, networks and the web function.

We aim to develop meaningful links across other curriculum subjects for pupils to be able to apply and practice their computing skills.

At Holy Trinity pupils and teachers use a variety of hardware such as iPads, laptops, Beebots, Micro Bits digital microscopes etc.

Pupils use:

- [Purple Mash](#) coding and Scratch to create and de-bug programmes.
- Microsoft software including Word, PowerPoint and Excel to present information
- Purple Mash to create and manipulate images and documents
- Create blogs using our school blog and school email to communicate with their peers
- Create films using iMovie and Purple Mash 2Animate
- Use hardware to search the internet for research purposes linked to topics

The safe use of technology and the internet underpins our curriculum. We have a focus on Internet Safety in each year group. We subscribe to [National Online Safety](#) to provide staff and parents with up-to-date information about gaming and apps available. This platform also provides a bank of age-appropriate resources to be used with the pupils. In our every-changing technological world, we aim to ensure all our pupils have the skills and knowledge to stay safe and behaviour appropriately on-line.

Pupils use Teams to upload assignments and access homework. Along with a variety of on-line platforms. Our Digital Leaders support other children with a variety of skills and share their expertise when needed.

The Impact of the Computing Curriculum at Holy Trinity

Holy Trinity pupils have experience of a range of software and developed their computing skills during their time with us. They are prepared for using Teams for blended learning at secondary school and have developed their independence to be able to access and upload assignments set.

In teaching our pupils how to behave appropriately on-line and how to report a problem, we have given them transferrable skills to prepare them for whatever future technology awaits them.

How does Computing fit into our school vision?

To be an inspirational place of learning where:

Vision statement:	computing links/actions:
We facilitate opportunities so every child can flourish in a place where they feel safe, happy and confident. 	• Ensure online safety is planned and delivered effectively and regularly in every year group. • Offer Internet Safety advice to parents through our website, newsletter and parents' information evenings in order for them to support their child being safe online. • Use Digital Leaders in school to support their peers and instil confidence in their computing abilities.
Staff wellbeing and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal fulfilment. 	• Provide CPD for staff in computing National Curriculum using Purple Mash scheme of work. • Provide CPD for staff in personal computing skills for use in the classroom. • Ensure hardware (including internet access and staff laptops) is off a high standard to enable staff to undertake their job effectively and efficiently. • Explore ways that technology can reduce staff workload and enhance efficient working.
The school provides facilities that enable an optimum learning environment. 	• Ensure pupils have access to high quality hardware. • Ensure pupils have access to high quality learning platforms online. • Ensure pupils have access to a secure, safe internet that allows them to access information they need to support their learning but in a very controlled, safe environment. • Be aware of new technologies that would engage and inspire pupils. • Research apps to install to support learning.
The school plays a central role within our community and enjoys strong links with the church, local companies and other schools. 	• Approach local companies to offer sponsorship/funding for the purchase of new hardware. • Link with Charters and The Marist to enquire about support from students/with resources and learning. • Forge links with other Computing subject leaders across the local cluster.

Statistical Data

Number on roll										
Below is a chart showing the number of pupils for week ending – 07/03/2022										
Year Group		Number on roll			Boys			Girls		
Reception		30			11			19		
Year 1		30			16			14		
Year 2		30			14			16		
Year 3		30			17			13		
Year 4		31			19			12		
Year 5		30			12			18		
Year 6		59			26			33		
TOTAL		240			115			125		
First Language										
Albanian	Bengali	Bulgarian	Chinese	English		Hindi	Lithuanian	Panjabi	Polish	Refused
1	1	1	3	230		0	1	1	1	1
0.42%	0.42%	0.42%	1.25%	95.8%		0.00%	0.42%	0.42%	0.42%	0.42%
Ethnicity										
Bangladeshi	Black & any other Ethnic Group	Chinese + Any Other Ethnic Group	Filipino	Indian	Other Asian	Other Black	Other Ethnic Group	Hong Kong Chinese		
1 (0.42%)	1 (0.42%)	1 (0.42%)	1 (0.42%)	9 (3.74%)	2 (0.84%)	1 (0.42%)	1 (0.42%)	1 (0.42%)		
Other Mixed Background	Other Pakistani	Refused	Turkish Cypriot	White and any other Asian Background	White and Black African	White and Black Caribbean	White and Chinese			
2 (0.84%)	3 (1.25%)	1 (0.42%)	1 (0.42%)	9 (3.75%)	2 (0.84%)	4 (1.67%)	2 (0.84%)			
White Eastern European	White English	White and any other Ethnic Group	White European	White Irish	White Other	White Western European	Other White British	White and Indian		
3 (1.25%)	165 (68.7%)	8 (3.33%)	4 (1.67%)	1 (0.42%)	5 (2.08%)	7 (2.92%)	4 (1.67%)	1 (0.42%)		
Religion										
Anglican	Christian	Church of England	Church of Ireland	Hindu	Jewish	Muslim	No Religion			
5 (2%)	50 (20.8%)	78 (3.25%)	3 (1.25%)	1 (0.42%)	2 (0.84%)	6 (2.5%)	55 (22.9%)			
Other Religion	Refused	Roman Catholic	Sikh	Buddhist	Methodist					
3 (1.25%)	6 (2.5%)	19(7.9%)	10 (4.2%)	1 (0.42%)	1 (0.42%)					
Special Educational Needs & Disabilities			Pupil Premium							
Term	SEN Support	EHCP	Year	Ever 6 pupil number	FSM pupil number	Looked after and adopted	Pupil Premium pupils total			
Spring 2022	28	5	Spring 2022	2	20	1	23			

Attendance

Attendance		Target 2021-22: 96%	
Whole School End of Year	Pupil Attendance %	Pupil Attendance % 01/09/21 – 7/3/2021	
		Class	
Sept 2012 – July 2013	95.7%	EYFS	94.4%
Sept 2013 – July 2014	96.6%	Year 1	93.5%
Sept 2014 – July 2015	96.8%	Year 2	93.5%
Sept 2015 – July 2016	97.1%	Year 3	95.4%
Sept 2016 – July 2017	96.9%	Year 4	95.7%
Sept 2017 – July 2018	96.6%	Year 5	94.2%
Sept 2018 – July 2019	96.5%	Year 6	92.6%
Sept 2019 – July 2020	95.3%	TOTAL (Whole School)	94.02%
Sept 2020 – July 2021	96.7%		

Staff CPD training

Autumn Term 2021			
Date	Staff	Course/training	Lead
01/09/21	All teachers and TAs	Safeguarding – basic Awareness and KCSIE updates	Jo Griffith
13/09/21 and ongoing throughout the year	1 x teacher (ECT)	Early Career Teacher training	UCL
13/09/21 and on-going throughout the year	1 x teacher	ECT Mentor training	UCL
13/09/21 and on-going throughout the year	1 x teacher	ECT Induction Tutor training	UCL
22/09/21	SENCO	SEMH Network	RBWM
30/09/21	1 x teacher	Ofsted Deep Dive	RBWM
30/09/21	Headteacher	Oxford Diocese network	Oxford Diocese
04/10/21	SENCO/DSL	Safeguarding Conference	RBWM
06/10/21	Bursar	Bursar Support	RBWM
15/10/21	Headteacher	Education Leadership Forum	RBWM
15/10/21	Headteacher	The Power of a Well School	ASCL
18/10/21	DSLs x 4	DSL Network/update	RBWM
04/11/21	Bursar	SFVS	RBWM
06/12/21	1 x TA	First Aid training	St. John's Ambulance
Spring Term 2022			
04/01/22	Teachers	INSET – Subject Leadership/Monitoring	Assistant Headteachers
12/01/22	1 x teacher	Mentor Training for SCITT student	RBWM
18/01/22	Teachers	The Write Stuff	English Leader
19/01/22	SENCO	SEMH Network	RBWM
24/01/22	1 x TA	Defibrillator training	St. John's Ambulance
24/01/22	Headteacher	Diocesan Network	Oxford Diocese
24/01/22	Headteacher	Asbestos training	RBWM
28/01/22 (on-going throughout the year)	SMHL (1 x Assistant Headteacher)	SMHL Training	DfE
02/02/22	Bursar	Bursar Support	RBWM
11/02/22	RE and CW Leader	Collective Worship & Spirituality	Oxford Diocese
11/02/22	Headteacher	Education Leadership Forum	RBWM
15/02/22	EYFS Lead	EYFS Cluster Meeting	Ascot Cluster
01/03/22	SENCO	SEND Conference	RBWM
03/03/22	Headteacher	Ofsted Safeguarding Webinar	Ofsted
07/03/22	Art Leader	Art Subject Leadership	CJS
07/03/22	4 x DSLs	DSL Network update	RBWM
08/03/22	All teachers & TAs	SEMH training	RBWM

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Record of Governor Training/Courses Attended 2021/2022

Date	Governor	Course/Training	Lead/Location
Autumn 2021			
9 th September	Carol Elsasser	Clerk's Briefing Session	RBWM – via Zoom
15 th September	Jo Steel	New Governors Induction Part 1 – Strategic Leadership	Homer First School, Windsor
23 rd September	Barry Aherne	Monitoring Year to Date figures (RBWM monthly monitoring spreadsheet)	RBWM - via Zoom
23 rd September	Wendy Poulter	Monitoring Year to Date figures (RBWM monthly monitoring spreadsheet)	RBWM - via Zoom
23 rd September	Andi Williamson	Monitoring Year to Date figures (RBWM monthly monitoring spreadsheet)	RBWM - via Zoom
6 th October	Jo Steel	New Governors Induction Part 3 – Evidence building for accountability	Homer First School, Windsor
13 th October	Dolapo Ogunbawo	Pupil Premium Governance	Via zoom
13 th October	Jo Steel	Pupil Premium Governance	Via zoom
3 rd November	Jonathan Sharland	New Governors Induction Part 4 – Safeguarding the Governors Role	Homer First School, Windsor
17 th November	Jo Steel	School Finance – governance, monitoring and self-evaluation (including SFVS)	Homer First School, Windsor
24 th November	Jo Taylor	SEND Governance	Via Zoom
24 th November	Belle Moss	SEND Governance	Via Zoom
Spring 2022			
13 th January	Carol Elsasser	RBWM Clerk Briefing	CIM Moor Hall, Cookham
19 th January	Jonathan Sharland	New Governors Induction Part 1 – Strategic Leadership	Via zoom
26 th January	Jo Steel	New Governors Induction Part 2 – The Support and Challenge Role	Via zoom
26 th January	Jonathan Sharland	New Governors Induction Part 2 – The Support and Challenge Role	Via Zoom
2 nd February	Jo Taylor	Governance and the Curriculum	Homer First School, Windsor
2 nd February	Dolapo Ogunbawo	Governance and the Curriculum	Homer First School, Windsor
2 nd February	Peter Grover	Governance and the Curriculum	Homer First School, Windsor

Staffing

Teacher (not TA) absence rate nationally 2018/19: 54% of teachers nationally took at least one period of sickness. The average number of days taken was 7.6 days.

Staff Absence	01/09/21 – 04/03/22	Full Year 2020-2021	Sept - March 2019-2020	Full year 2018-2019	Full Year 2017-18	Full Year 2016-2017	Full year 2015-2016
Teachers (9.6)	114.5	54	22.5	60	28	43	8
Teaching Assistants (11.5)	85.5	243.5	72	156.5	74	53	91.5
Non-teaching (3)	9	91	1	4.5	6	18	37
TOTAL	209 days	388.5 days	95.5 days	221 days	108 days	114 days	136.5 days

Behaviour and Incident reporting

- There has been one behaviour incident resulting in an internal exclusion.
- We have no reported incidents of racist behaviour to report.
- We have reported 1 safeguarding incident to the police.

COVID-19

- [Risk Assessment](#) in place and updated as necessary.
- Risk Assessments for all clubs and lettings in place and updated as necessary.
- Procedures for staff and parents should a child shows symptoms created and shared.
- The [Contingency Plan](#) is in place that details plans in the event of various scenarios including bubble closures.
- [Catch-Up Funding](#) plan is in place and intervention teaching has been in place since October 2020.
- [Remote Learning Policy and Agreement](#) is in place and has been shared with staff, Governors and Parents.
- Governor visit to ensure all necessary procedures, policies and risk assessments in place.

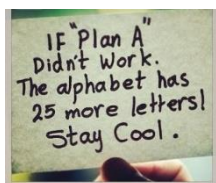
Governor Visits

Date:	Governor & Role:	Area of focus:	Staff member & role:	Next steps/actions:	Action complete?
15/02/22	Jo Steel Computing Link	Computing curriculum	Jo Griffith Computing Lead	• Develop assessment in computing • Computing in EYFS • Review computing Big Books • Staff questionnaire • Collect ARE data in computing end of summer term	• On-going at present
26/01/22	Jon Hutchinson & Dolapo Ogunbawo	Safeguarding (SCR check & procedures)	Jo Griffith DSL	• Check retention time for SCR with LA	• LA confirmed only current SCR should be retained. Personnel files should be retained for 7 years.
07/12/21	Andi Williamson English Link	The Write Stuff & Phonics in KS1	Stacey Harding & Anna Prince English Leads	• Monitor writing standards going forwards to monitor impact of TWS • Peer to peer teaching support (observing peers teach) • Further CPD for teaching staff	• Internal moderation • Cluster moderation • Awaiting notification of LA moderation • CPD funding agreed at F&R for future INSET
25/11/21	Jo Taylor SEND Link	SEND	Fiona Fargher (SENCO)	• Financial support for ELSA role going forward • Consideration of negating impact of staff absence/pandemic on SEND planned interventions	• Via F&R • See risk assessments
25/11/21	Jo Taylor RHSE Link	RHSE	Fiona Fargher RHSE Lead	• This visit was an introduction to RHSE • Look at Big Books next visit	• On-going
23/11/21	Jo Taylor EYFS Link	EYFS	Su Tomes EYFS Lead	• Introduction to revised EYFS Framework • Financial planning for staffing absences	• On-going via F&R

Policies reviewed this term

Standards and Curriculum Committee
Equality Policy
Equality Objectives
Governor Behaviour Policy
Exclusion and Suspension Policy
Finance and Resources Committee
Staff Capability Policy
Charging and Remissions Policy
Disposals Policy
Managing Staff Sickness and Absence Policy
SFVS
Teacher Appraisal Policy
Teacher Pay Policy
Finance Policy
Safer Recruitment Policy
Staff Code of Conduct and Guidelines
Governing Board
Pupil Premium Strategy

Conclusion



We have had many 'plans' and our resilience has once again been tested! We are proud that we have been able to continue to provide high-quality, face-to-face education for all our pupils despite having to navigate on-going disruption from Covid and other absences.

A huge thanks to the staff for their commitment to teamwork and supporting each other as well as educating and supporting our children. Thanks also to Governors for their on-going support.

We are very much looking forward to the arrival of warmer weather and less talk of Covid!

Mrs Jo Griffith
Headteacher

GLOSSARY

AfL	Assessment for Learning
APS	Average Point Score
ARE	Age Related Expectations
CAHMS	Child and Adult Mental Health Service
CIN	Child In Need
CPD	Continual Professional Development
CSA	Compulsory School Age
DBS	Disclosure and Barring Service
DfE	Department for Education
DSL	Designated Safeguarding Lead
DT	Design and Technology
EAL	English as an Additional Language
ECF	Early Career Framework
ECT	Early Career Teacher
EHCP	Education Health Care Plan (produced by RBWM)
EIA	Education Improvement Adviser
ELG	Early Learning Goals
ELKLAN	Speech and language training
ELSA	Emotional Literacy Support Assistant
EMAG	The Ethnic Minorities Advocacy Group
Ever 6	Those who continue to attract PPF who have been on FSM in the past
EYFS	Early Years Foundation Stage (Reception Year)
FGB	Full Governing Board
FFT	Fischer Family Trust (data)
FSM	Free School Meals
GDPR	General Data Protection Regulations
GDS	Greater Depth Standard
GLD	Good Level of Development (pupils have met or exceeded in the prime areas– PSE; physical and communication and language. And the ELGs in mathematics and literacy).
HLTA	Higher Level Teaching Assistant
HR	Human Resources
HT	Headteacher
HUGG	Huge Unbelievably Great Goal
ICT	Information, Communication and Technology
IEP	Individual Education Plan
ITT	Initial Teacher Training
KCSIE	Keeping Children Safe in Education (safeguarding document .gov.uk)
KS1	Key Stage 1 (Year 1 and 2)
KS2	Key Stage 2 (Year 3 to Year 6)
LA	Local Authority
LADO	Local Authority Designated Officer
MASH	Multi Agency Safeguarding Hub
MFL	Modern Foreign Language
MTC	Multiplication Tables Check
NELI	Nuffield Early Language Intervention
NC	National Curriculum 2014
NOS	National Online Safety
NNEB	Nursery Nurse Examination Board (qualification)
NPQH	National Professional Qualification for Headship
NPQSL	National Professional Qualification for Senior Leaders
NQT	Newly Qualified Teacher
NTP	National Tutoring Programme
OFSTED	Office for Standards in Education, Children's services and skills
OT	Occupational Therapy
P4C	Philosophy for Children
PE	Physical Education

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PPF/G	Pupil Premium Fund/Grant
PSHE	Personal, Social & Health Education
PTA	Parent and Teacher Association
RBA	Reception Baseline Assessment
RBWM	Royal Borough of Windsor and Maidenhead
RE	Religious Education
RHE	Relationships and Health Education
SALT	Speech and Language Therapy
SATs	Standard Assessment Tasks and Tests
SCARF	Safety, Caring, Achievement, Resilience, Friendship (on-line teaching resource for PSHE)
SCR	Single Central Record
SDP	School Development Plan
SEF	Self-Evaluation Form
SEMH	Social and Emotional Mental Health
SENDCo	Special Educational Needs & Disabilities Coordinator
SEND	Special Education Needs and Disabilities
SFVS	Schools Financial Value Standard
SIAMS	Statutory Inspection of Anglican and Methodist Schools
SIP	School Improvement Partner
SLT	School Leadership Team
SMHL	Senior Mental Health Lead
SMSC	Spiritual, Moral, Social and Cultural
SOW	Scheme of Work
SP&G	Spelling, Punctuation and Grammar
TA	Teaching Assistant
TDM	Teacher Development Meeting
TWS	The Write Stuff
WTS	Working Towards Standard