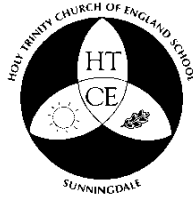


Holy Trinity Church of England Primary School



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Chair of the Governing Board: J.Steel

HEADTEACHER'S REPORT

J.Griffith

TO THE GOVERNING BOARD OF Holy Trinity Church of England Primary School Summer Term 7th July 2026

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

Our vision is for our pupils to flourish in an inclusive, inspiration place of learning where we are happy, respectful, kind and safe.

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

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SIAMS November 2025 – Judgement 1 – Holy Trinity is living up to its foundations as a Church school and is enabling pupils and adults to flourish.
Notable strengths:

- The school is a deeply caring community in which pupils and adults are known as individuals. As a result, they flourish and are committed to the flourishing of others.
- The vision, values and mantra by which the school lives are clearly understood and enthusiastically followed by pupils and adults across the school. This means that they apply them to their interactions and strive to live the vision.
- Leaders and adults are passionate in their care for pupils at the school, particularly those who are deemed to be vulnerable. As a result, pupils experience a real sense of belonging at Holy Trinity, fostered by many shared experiences.
- Older pupils enjoy the responsibilities they have as leaders and supporters of their younger peers. This generates an atmosphere of kindness that is a hallmark of the school and contributes to pupils' wellbeing.
- The school takes many opportunities to promote pupils' spiritual development. As a result, pupils show a growing awareness of themselves as spiritual people.

Next SIAMS inspection due circa November 2030

School Context

- This voluntary aided primary school has 211 pupils on roll and is average in size.
- The school serves an area with a large proportion of social and economic wealth alongside pockets of deprivation. It is in the least deprived quintile of all schools nationally in terms of deprivation. However, our catchment is varied and includes areas of local authority housing.
- The school's postcode is classified by Acorn as 96% 'Affluent Achievers' 'Rising Prosperity' or 'Comfortable Community'.
- Pupils enter EYFS with varied abilities with the largest proportion being at average ability.
- English as a first language is 93% (National: 78.6% RBWM: 82%).
- The number of pupils entitled to pupil premium and Ever 6 funding is 13 (6.1%) and is well below the national average (25.7% June 2025).
- 5 pupils (2.4%) have an EHC Plan for learning difficulties, disabilities and additional needs which is below national average for primary school pupils (4.1% June 2026).
- 39 pupils (18.4%) are on our SEN register. 35 do not have an EHCP (16.5%). This is broadly in line with national average for primary school pupils of 15.4% (June 2026).
- The gender ratio is boys: 49.7% and girls: 50.2%.
- Attendance target is 97%

Attendance

	Current year to date	Absence rate	Persistent absence	Authorised absences	Unauthorised absences
Holy Trinity	96.5%	3.3%	6.4% (age 5-11) (14 pupils)	3.1%	0.6%
National state primary schools	94.8%	5.1%	13.1%	3.6%	1.4%

Persistent Absence	Current year to date	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Holy Trinity	6.4%	7.2%	6.4%	6.5%	11.9%	6.6%	8.7%	8.2%
National state primary schools	13.1%	18.2%	20%	19.5%	22.3%	12.1%	11.2%	10.1%

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 teacher. The support staff team was re-structured in September 2024; we have 9 support staff. There are currently 12 qualified teachers (including part time staff, the Headteacher and SENCo). 25 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*).

Safeguarding, Health & Safety

There are four adults trained as Designated Safeguarding Leads and Deputies (DSL). These include the Headteacher, both Assistant Heads and the SENCO. 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



Our Vision is for our pupils to flourish in an inclusive, inspirational place of learning where we are happy, respectful, kind and safe.

A shared vision was reviewed (November 2024) with all

stakeholders, shared with all and implemented across the school (see front cover of this document). The recent SIAMS inspection noted as a particular strength that the vision, values and mantra are clearly understood and applied by across the school and embedded in our 'deeply caring community'. British values sit alongside Christian values to strengthen our SMSC learning and Religion and World Views Education.

Our Mantra	Our Core Christian Values	Our Termly Christian Values	Holy Trinity Rules
Believe	Forgiveness <i>Be kind and compassionate to one another. Forgiving each other, just as in Christ God forgives you.</i> (Ephesians 4:32)	Friendship <i>Love</i> Truthfulness <i>Be honest and tell the truth.</i> (Colossians 3:9)	 Be Respectful
Achieve	Perseverance <i>Do not lose heart. Stand firm, so that you may receive the full reward of God's promise.</i> (Galatians 6:9)	Wisdom <i>He who is wise listens.</i> (Proverbs 15:10) Compassion <i>Have a heart of compassion for those who are suffering.</i> (1 Peter 3:8)	 Be Responsible
Inspire	Respect <i>Do to others as you would have them do to you.</i> (Matthew 22:39)	Justice <i>Be fair and just in every way. Do not show partiality.</i> (James 2:1) Responsibility <i>You are always responsible for your actions. Do your best and follow the Golden Rule.</i>	 Be Kind Be Safe

Curriculum & Community

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, Play Leaders, Makaton Masters, Kindness Ambassadors and Head boy/girl roles. The school was awarded Investors in Pupils (September 2018) and was deemed proficient. We actively support the local foodbank and distribute food parcels for some of our families. We enjoy strong links with Holy Trinity Church to further enhance our Christian Foundation.

Buildings and Premises

Our recently refurbished Reading Room and Running Track (both funded by PTA) are used by all children throughout the school day. The recent pipework repairs have been successful and the new boiler is running well. The PTA raise substantial funds throughout the year and they have agreed to raise funds to restock the Reading Room and fund playground activities this year.

Recent Parent Survey October 2025 based on 79 responses.

- ✓ 94.9% of parents stated their child is happy at school.
- ✓ 93.7% of parents stated their child feels safe at school.
- ✓ 87.3% of parents stated the school makes sure its pupils are well behaved.
- ✓ 83.6% of parents stated their child had not been bullied or the school had dealt well with any reported bullying.
- ✓ 83.5% of parents stated that the school had dealt with any concerns they'd raised.
- ✓ Based on 10 responses, 70% (7/10) parents stated that their child has SEND and the school gives them the support they need to succeed.
- ✓ 86.1% of parents stated that the school has high expectations for their child.
- ✓ 93.7% of parents stated that their child does well at this school.
- ✓ 92.4% of parents stated that the school lets them know how well their child is doing.
- ✓ 93.7% of parents stated that there is a good range of subjects available for their child at school.
- ✓ 96.2% of parents agreed that their child can take part in clubs and activities.
- ✓ 88.6% of parents stated that the school supports their child's wider personal development.
- ✓ 88.6% of parents would recommend this school to another parent.

Recent Y2 – Y6 Pupil Survey November 2025 based on 154 responses.

- ✓ 92.2% of pupils stated that they enjoy school
- ✓ 98.1% of pupils stated that their teachers help them to do their best
- ✓ 94.8% of pupils stated that their teachers listen to what they have to say in lessons
- ✓ 97.4% of pupils stated that there is an adult in school that they can talk to if something is worrying them
- ✓ 76% of pupils stated that bullying has not been a problem for them in the past or currently
- ✓ 97.4% of pupils stated that a member of staff helps them if they have a problem at lunch or playtime
- ✓ 94.2% of pupils stated that they felt safe at school
- ✓ 94.8% of pupils stated that school encourages them to look after their physical health
- ✓ 91.6% of pupils stated that school encourages them to look after their emotional and mental health
- ✓ 95.5% of pupils stated that school encourages them to be independent and to take on responsibilities
- ✓ 97.4% of pupils stated that school encourages them to respect people from other backgrounds and to treat everyone equally
- ✓ 96.8% of pupils stated that they would recommend Holy Trinity to a friend moving into the area

Recent SEND survey March 2026 (14 responses from cohort of 32) (each response is worth 7.1%)

My child feels happy and safe at school				
Strongly agree 50%	Agree 35.7%	Disagree 14.3%	Strongly disagree	
The school is inclusive and my child takes part in all class activities.				
Strongly agree 64.3%	Agree 35.7%	Disagree	Strongly disagree	
I feel my child is being supported where needed in school.				
Strongly agree 57.1%	Agree 35.7%	Disagree 7.1%	Strongly disagree	
I can see that my child is making progress, even if this may be slower than others.				
Strongly agree 50%	Agree 50%	Disagree	Strongly disagree	
I know who to approach in school for advice and support on SEND issues.				
Strongly agree 78.6%	Agree 21.4%	Disagree	Strongly disagree	
School staff are friendly and supportive and they listen to concerns about my child.				
Strongly agree 71.4%	Agree 28.6%	Disagree	Strongly disagree	
The school supports my child with social, emotional and mental health issues.				
Strongly agree 50%	Agree 35.7%	Disagree 7.1%	Strongly disagree 7.1%	
My child feels they have someone to talk to if needed.				
Strongly agree 35.7%	Agree 50%	Disagree 7.1%	Strongly disagree 7.1%	
Work is adapted so that my child can access learning at their own level.				
Strongly agree	Agree	Disagree	Strongly disagree	Not applicable

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28.6%	50%	%	7.1%	14.3%
I am informed about specific interventions my child has in school.				
Strongly agree 42.9%	Agree 14.3%	Disagree 28.6%	Strongly disagree 1.7%	Not applicable 7.1%
Targets on IEPs (now PLPs) are shared with me and are appropriate to my child's needs.				
Strongly agree 28.6%	Agree 21.4%	Disagree	Strongly disagree 14.3%	Not applicable 35.7%
Classroom staff offer suggestions so that I can support my child at home.				
Strongly agree 35.7%	Agree 35.7%	Disagree 7.1%	Strongly disagree 14.3%	Not applicable 7.1%
Reasonable adjustments are made for my child to cope at school (eg. uniform adjustments; later starts/early pick-ups/reduced timetables; movement breaks and fidget toys if necessary).				
Strongly agree 35.7%	Agree 50%	Disagree	Strongly disagree 7.1%	Not applicable 7.1%
Behavioural incidents are dealt with quickly and effectively in line with the school's Behaviour Policy.				
Strongly agree 42.9%	Agree 50%	Disagree	Strongly disagree	Not applicable 7.1%
The SENCo shares resources and directs me to information which may be useful to support my child.				
Strongly agree 71.4%	Agree 21.4%	Disagree	Strongly disagree	Not applicable 7.1%
Have you accessed any of the workshops or resources recommended/shared by SENCo?				
Yes 57.1%		No 42.9%		
The SENCo makes time for parents to discuss concerns and progress.				
Strongly agree 64.3%	Agree 21.4%	Disagree 14.3%	Strongly disagree	
I am kept up to date with reports and feedback when external professionals are involved.				
Strongly agree 50%	Agree	Disagree	Strongly disagree	Not applicable 50%
The school's policy on SEND is clear and I know where to access it.				
Strongly agree 35.7%	Agree 50%	Disagree 14.3%	Strongly disagree	
The school website contains useful information about SEND.				
Strongly agree 42.9%	Agree 57.1%	Disagree	Strongly disagree	

Points for Development from Ofsted March 2024 Inspection and Steps Taken

Staff's subject knowledge in phonics and early reading.

Steps taken:

- Carefully tracked teaching, learning, progress and attainment of identified pupils from Y2 upwards who need early reading intervention in order to ensure their reading is not holding them back from learning in all areas.
- Completed skills audit of all staff in terms of subject knowledge of teaching phonics and early reading.
- Planned and delivered ELS training for identified staff.
- Autumn term monitoring of phonics and early reading teaching across all year groups.
- Arrange external review of Early Reading via LA link.
- Flexible use of TA phonics catch-up teaching for identified pupils in KS2 across year groups to meet needs.
- Subject leader monitoring time to monitor the teaching of phonics and offer development and support for staff where identified.
- New staff to EYFS and KS1 trained in ELS.
- Baseline completed in EYFS
- Phonics baseline completed in Y1 2025.
- Planning in Y1 adapted to ensure phonics teaching and catch-up is a priority.

Next Steps:

- Continue to track identified pupils attainment and progress
- Continue to have flexible approach to teaching phonics 'catch-up' for identified pupils in KS1 and KS2
- Enable time for staff to watch each other teach phonics to see good practice.
- Set up cluster phonics groups to share good practice.
- Continue to enable subject leader to follow up on lesson monitoring to offer further support to staff.

Staff are equipped with the required subject expertise to deliver the school's curriculum effectively. Staff are expertly trained to check and make sure that pupils have learned and remembered the most important content securely.

Steps taken:

- Subject leader network meetings with other LA schools provided time to discuss best practice in assessment and checking pupils have retained content taught.
- Subscribed to Geography and Music Kapow in order to provide excellent and relevant teacher subject knowledge and support for teaching. Also provides activities that incorporate recall of essential knowledge and assessment activities to inform teachers of next steps.
- Subject Leadership INSET and TDM time to monitor retention of Essential Knowledge.
- All subject HUGSS have this as their main focus this year.
- LA subject leader networks attended and hosted throughout the year.
- Lesson monitoring by Heads Team.
- Subject knowledge survey

Next Steps:

- Continue to plan further, regular subject leader network meetings to share best practice and support subject knowledge.
- Continue to plan subject leader monitoring to be able to focus on retention of essential knowledge.
- Continue to use WalkThru techniques to develop teachers' checking techniques across all subjects.
- Ensure subject association subscriptions are being made use of to support teacher subject knowledge.
- Ensure National College online subscription is being made of to support teacher subject knowledge.

Points for Development from SIAMS November 2025 Inspection and Steps Taken

Embed the changes to the religious education (RE) curriculum, particularly around religious and non-religious world views. This is to develop the knowledge of pupils over time.

Steps taken:

- RE Leader continued to attend ODBE RE Network Meetings
- RE Leader disseminated training to colleagues
- RE Leader supporting colleagues with their subject knowledge
- RE Governor monitoring of RE lessons

Next Steps:

- Continue to monitor RE teaching and learning throughout the year – books, teaching and pupil voice to understand how pupil's knowledge is developing.
- Continue to ensure RE is a priority for CPD for all teachers.

Develop systematic opportunities for pupils to learn about justice. This is to enable pupils to reflect on this within their lives and enhance their understanding of the difference they can make.

Steps taken:

- RE Leader continued to attend network meetings with ODBE and disseminated to staff.
- RE Leader working alongside church team to develop a link with Action Sri Lanka – this has been introduced to pupils and will be developed.
- Pupils 'Living our Vision' continue to be recognised and celebrated.
- CW plans in summer 1 for pupils to learn about justice in a meaningful and relatable way.

Next Steps:

- Attend ODBE CPD on justice and courageous advocacy and disseminate to staff.
- Identify areas across our Holy Trinity Curriculum to teach about justice in a meaningful way.
- Plan CPD with staff from ODBE advisor.

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School Development 2025-26

TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Autumn 1 2025	CORE SUBJECTS: to continue to deliver excellent learning opportunities that result in high standards of attainment. Ensure teachers' subject knowledge is secure and opportunities for quality CPD are offered. BEHAVIOUR: To share with parents a consistent whole-school approach to managing emotions via the Attachment Aware Silver accreditation. INTERNET SAFETY: To ensure pupils know how to keep themselves safe on-line. PHYSICAL & MENTAL HEALTH: To focus on pupil and staff wellbeing and further embed Spacemakers. 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, Religion and World Views Education and Computing Y1 – Y6.	Embed a whole school approach to developing opportunities for all to explore spirituality: To use Space Makers as a main tool to provide opportunities for pupils and staff to explore spirituality. Impact will show pupils and staff benefit from taking time to reflect, explore and focus on themselves. This may also have a positive impact on relationships with each other.
Term 2 Autumn 2 2025		Embed The Holy Trinity Way and further develop coaching practice in staff teams: To provide quality and meaningful CPD and coaching for teachers to be reflective on their own practice and enhance the learning experience for pupils. Impact will show teachers are self-aware of their teaching strategies and coaching support is provided by Heads Team to further develop teaching and learning.
Term 3 Spring 1 2026		Opportunities for pupils to produce independent writing: To ensure pupils have opportunities for extended, independent pieces of writing across the curriculum. Impact will show pupils are producing extended pieces of writing across subjects to apply skills and GPS taught in The Write Stuff lessons.
Term 4 Spring 2 2026		Embed a whole school approach to developing opportunities for all to explore spirituality: To use Space Makers as a main tool to provide opportunities for pupils and staff to explore spirituality. Impact will show pupils and staff benefit from taking time to reflect, explore and focus on themselves. This may also have a positive impact on relationships with each other.
Term 5 Summer 1 2026		Embed The Holy Trinity Way and further develop coaching practice in staff teams: To provide quality and meaningful CPD and coaching for teachers to be reflective on their own practice and enhance the learning experience for pupils. Impact will show teachers are self-aware of their teaching strategies and coaching support is provided by Heads Team to further develop teaching and learning.
Term 6 Summer 2 2026		Opportunities for pupils to produce independent writing: To ensure pupils have opportunities for extended, independent pieces of writing across the curriculum. Impact will show pupils are producing extended pieces of writing across subjects to apply skills and GPS taught in The Write Stuff lessons.

INTENTION	IMPLEMENTATION SCHOOL DEVELOPMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
We intend to continue to provide an excellent, inclusive Curriculum and Teaching	Independent Writing: To provide pupils with a variety of opportunities across the curriculum to produce independent writing. Early Reading: To continue to ensure all staff are trained in ELS to ensure pupils master early reading whatever year group they are in. CPD (WalkThrus) To provide quality and meaningful CPD and coaching for teachers to be reflective on their own practice and enhance the learning experience for pupils.	➤ Impact will show pupils are able to apply writing skills taught and practiced in The Write Stuff lessons and produce longer pieces of writing. ➤ Impact will show the percentage gap of children achieving expected in Writing compared to Maths and Reading is closing. ➤ Impact will show pupils make good progress in reading across all year groups. ➤ Impact will show a consistent and effective suite of teaching strategies are employed purposefully by staff.
We intend to continue to focus on pupils' Achievement	Year 1 attainment: To carefully plan adapted learning to meet the needs of this cohort. Adapt teaching to focus on early reading and writing. Greater Depth Writers: to ensure GD writers have the opportunity to develop and master their writing.	➤ Impact will show accelerated progress of Year 1 cohort in early reading and writing to be more in line with national averages. ➤ Impact will show pupils independent writing displays consistent characteristics of greater depth of at least 10% per class.
We intend to focus on further developing positive, inclusive Behaviours and Attendance	Behaviours: Continue to ensure all pupils are safe and happy in school. Any bullying behaviours are reported and dealt with swiftly and appropriately by adults. Attendance: Leaders work closely with families who cause concern for attendance. Appropriate and timely support is given to improve attendance.	➤ Impact will show reduced number of reported incidents and pupils feeling confident to report any concerns. ➤ Impact will show any swift and timely interventions into reported bullying behaviours has a positive result. ➤ Impact will show % of persistent absence is reduced. ➤ Impact of timely and appropriate interventions/support for pupils whose attendance is causing a concern will show in improved attendance data for those pupils.
We intend to promote wider opportunities for Inclusion, Personal Development and Wellbeing	Spirituality: To have a shared understanding of what is meant by 'Spirituality'. Plan specific opportunities in Collective Worship and throughout the curriculum for pupils to experience this. PSHE Curriculum: To ensure Holy Trinity plans in this area are updated to reflect pupil need at Holy Trinity. British Values: Ensure they are known by pupils and incorporated into our Holy Trinity Curriculum.	➤ Impact will show a shared definition and understanding of spirituality positively affects planned opportunities across the curriculum for all community members to experience this. As a result, all community members feel more fulfilled and this positively impacts their sense of wellbeing. ➤ Impact will show PSHE is well taught and well-sequenced. Pupils personal, spiritual, moral, social and cultural development is well planned and prioritised. ➤ Impact will show pupils know and live British Values; linked to our school vision, rules and values.
We intend to continue to provide excellent Leadership & Governance	School Vision: To continue to embed and monitor the impact of our vision. Highlight and celebrate all community members living our vision. Governance: To provide appropriate training for those new to roles. CPD for staff: To develop a bespoke programme to reflect SDP and individual needs. Ensure The National College CPD offer is utilised as appropriate. Emotion Coaching: To continue our emotion coaching practice and extend this knowledge to the parent body.	➤ Impact will show our vision is known and lived by all school community members. ➤ The impact that celebrating those who live our vision is to inspire others and to create an authentic environment that reflects our vision. ➤ Impact will show that Governors are confident and trained to fulfil their role of support and challenge to school leaders. ➤ Impact will show staff are well-trained and feel fulfilled in their work. ➤ Impact will show parents providing successful emotion coaching practice reflecting and working in tandem with the school's approach. (Silver Attachment Aware award achieved).
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: windows in hall and corridor replaced. LED lighting fitted in hall. Hall decorated and floor replaced. Flooring in Reading Room replaced.	➤ Impact will show pupils are enjoying playtimes and the range of activities caters for all pupils' needs. ➤ Welcoming and attractive site. ➤ Hall space is in good repair and our carbon footprint is reduced.
We intend to further develop our Christian distinctiveness & vision	Collective Worship: To provide opportunities for stillness and reflection in Collective Worship. To develop leadership across whole school to create a child-led special place for worship. RE: To continue to deliver an effective Religion and World Views curriculum with planned opportunities for deep thinking and independent writing. To introduce and celebrate the global nature of the Christian Religion. SIAMS: To create SIAMS self-evaluation working document & to provide CPD for stakeholders.	➤ Impact will show increased opportunities during Collective Worship for stillness and reflection. ➤ Spiritual Leaders are instrumental in promoting Prayer Spaces. Pupils find the spaces inspiring and comforting. ➤ Impact will show staff are confident in RE teaching and assessment. ➤ Impact will show pupils' knowledge and understanding in RE is progressive and provides opportunities in RE for deep thinking & learning. ➤ Impact will show pupils are in receipt of engaging and relevant RE. ➤ Impact will show a development in pupils' understanding of Christianity as a global faith

Curriculum and Teaching

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

Implementation: What have we accomplished since the last report?	Impact: How has this made improvement?	Intention: What are our next steps?
EYFS Provision		
• Tracked EYFS progress termly and Pupil Progress meeting held to discuss barriers/concerns. • Planned suitable activities for the boy-heavy cohort. • Explored enhancements for outside covered area. • EYFS Cluster attended. • Training for EYFS TAs sought. • Completed EYFSP and submitted to LA. • Staffing arrangements in place for EYFS in September. • Welcome meeting held for new reception parents.	• High focus on reading and encouraging reading including parents in the process. • EYFS staff trained to support early language development. • Communicated well with new parents re expectations and information. • Excellent turn out for new reception parents – connections and information sharing begun. • Support and sharing of ideas with local EYFS teachers impacts on workload and wellbeing.	• Handover of current reception class to Y1 team – including data analysis. • Transition sessions for new reception cohort in July. • Home visits for new reception cohort. • Visit current nursery/pre-school settings of new reception cohort. • Set up Buddy system for new pupils. • Welcome 30 new pupils in September. • Plan phonics evening for Reception parents. • Train EYFS support staff in the importance of play and conversation. • Paediatric First Aid training for all EYFS team (3 out of 4 currently trained). • Continue with EYFS cluster meetings. • Track EYFS progress termly. • Plan suitable activities for the boy-heavy cohort. • Continue to explore funding for the enhancements for outside covered area. • Adapt plans to meet specific medical needs of a pupil.

Writing		
• KS2 writing teacher assessment: 79% (17% GLD) • KS2 writing moderation was successful and fully agreed with all teacher assessment judgements. We were commended for the quality and quantity of our writing in foundation subjects. We were also commended on the quality of the pupils' handwriting. • Continued to adapt the Y1 curriculum to engage and inspire writing for Y1 cohort, providing plenty of opportunities to apply writing skills. • SDP explicit in ensuring pupils have opportunities to write independently, applying writing skills learnt in TWS units. This gives more opportunities for displaying greater depth standard in writing. • Greater Depth writing a focus for internal moderation/monitoring and cluster moderation. • Cluster Writing Moderation for each year group teacher to discuss judgments and writing content for their year group. • Governor visit looking at greater depth writing across the school. • Reviewed our Handwriting Policy. • Staff CPD on teaching handwriting expectations across the school.	• Writing is a main development focus throughout the school and remains high profile. Governors have monitored the progress of writing and seen the assessment tools used by teachers to grade writing. • English Leader has a good grasp on standards and provision in the subject. Her judgements were ratified by local authority. • Lesson monitoring evidences high standards of teaching in writing and being applied across curriculum areas.	• TWS demo videos on website for parents and pupils to access. • Continue to monitor provision and standards across writing throughout the curriculum. • Develop further opportunities for pupils to develop their independent writing and showcase greater depth skills in writing. • Plan half termly independent writes that give the opportunities for pupils to 'free write' outside of TWS units. • Handwriting scheme of work. • CPD transcription skills for all staff. • Our English lead becoming a KS2 writing moderator for the local authority. • Include more opportunities for formal writing in our curriculum. • Include more opportunities for pupils to include dialogue within their writing. • Review our Marking and Feedback Policy especially in English.
Phonics and Reading		
• Y1 phonics screening: 83% • KS2 reading TA: 97% • KS2 SATS reading: tbc • EYFS reading: 83% • KS1 reading: 83% 44% GDS • Y1 phonics screening check monitoring visit from local authority – administration and storage of testing all as expected. • Pupil data gathered and analysed – a focus for discussions in all Pupil Progress Meetings with class teachers. • Pupils throughout KS2 in need of intervention with early reading in place. • Parent volunteer readers in place. • Planned Y1 phonics carefully to ensure pupils are secure in knowledge and make progress. • Additional daily TA support with reading in Y1.	• Attainment in phonics is above national average. • Impact of new phonics scheme can be seen in EYFS and Y1 data. • Identified pupils are showing progress in phonics. • More TAs are confident in delivery of ELS due to in-house and online training. • Teachers able to deliver targeted guided reading sessions for comprehension using new resources.	• PTA to fund an outdoor Reading Shed to provide books for pupils to read at play/lunchtimes. • Continue to track Y1 as they progress through the school. • Plan for Y2 from September to continue with ELS reflecting pupil needs.

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- Engaged student volunteers from St. George's to support Y1 readers. - PTA agreed to fund copies of books on class reading lists to ensure no child misses out.		
HOLY TRINITY CURRICULUM		
- Updated Computing Curriculum to reflect changes in Purple Mash. Also to include separate 2BeSafe curriculum. Provided staff CPD. - Subject Leaders continued to attend subject leader networks in ODBE and AFC to ensure Holy Trinity Curriculum reflects guidance and best practice. - Subject leaders continued to monitor their subject and track attainment. - Subject leaders in receipt of attainment data for their subject and pupils' who are in need of curriculum adaptations in order to meet their needs.	'Essential Knowledge' is clear for all subjects in all year groups. - Teacher knowledge for all subjects is fully supported through the use of Kapow and subject association subscriptions. - Governors aware of their role in knowing the vision for the curriculum at Holy Trinity. - School Leaders have a shared vision for Holy Trinity Curriculum. They are clear about progression, end points and continuity for their subject across the school. - Pupils are in receipt of a broad and balanced curriculum with a range of opportunities. - Parents aware of curriculum content and how they can support their child.	- Ensure HT PSHE/RHSE curriculum plans reflect Kapow and new Sept 2026 changes. - Prepare for new national curriculum changes spring 2027 for implementation autumn 2028. - Include references to Fundamental British Values throughout Holy Trinity Curriculum. - As per SIAMS inspection: <i>'Develop systematic opportunities for pupils to learn about justice. This is to enable pupils to reflect on this within their lives and enhance their understanding of the difference they can make.'</i>
CURRICULUM IN ACTION		
Trips, visits and visitors this year: - Author visit to open the Reading Room - Y1 to The Lookout (Science) - Y2 Great Fire of London Workshop (History) - Y4 to Ufton Court (History) - Y5 to Ufton Court (History) - Y6 eight pupils to St. George's for an immersive drama experience - Y6 Chertsey Museum WWI workshop (History) 'Emerging Technologies' Y1 to Y6 (Computing) - Y6 to church and the graveyard to discover WW1 history (History) - Y3 to Butser Farm (History) - Y4 to panto at St. George's (Drama) 11 x Y6 to Drama production @ St. George's (Drama) - Y3 to Eton College (History- Ancient Egypt) 'Zoom' drama production for EYFS & KS1 - Y1 Toy Workshop from Chertsey Museum (History) - Y5 to Oxford Science Centre (Science)	- Pupils have experienced a variety of enhancements to the curriculum to make the Essential Knowledge 'sticky'. - All pupils have been included to ensure all benefit. - Staff have sought enrichment trips/visitors in a variety of curriculum areas. - Links with local schools is of benefit to the pupils for both transition purposes and social skills. - Pupils have opportunities for public speaking and parents enjoy hearing about their child's learning.	- Ensure all trips and visits are booked well in advance and have explicit links to curriculum. - Ensure all teachers use the 'Procedures for booking a Trip' document. - Ensure parents know how to make termly payment (especially new Reception parents) in order to ensure we can continue to afford to provide these opportunities. See website here. - Year 6 end of year production!

- Y1 to Pizza Express (DT- Food Tech)
- Y2 to Brooklands Museum (History)
- Y4 Residential (1 night) to Phasel Woods (PSHE)
- All classes – Science Workshops (Science)
- Y5 Ascot Bake-Off (DT – Food Tech)
- Y4 and Y5 Bikeability
- Y6 Maths Competition (Reading College)
- Y5 and Y6 National Maths Competition
- Y6 Drama Production at Charters
- Reception to Rushall Farm
- Y5 3-day residential to Leeson House
- Y5/6 Robotics Workshop
- Y2 to Wellington Country Park (Science)
- Y3 to Wetlands (Science)
- Y6 5-day residential to Mill-on-the-Brue
- Y6 production @ Charters

Local Activities:

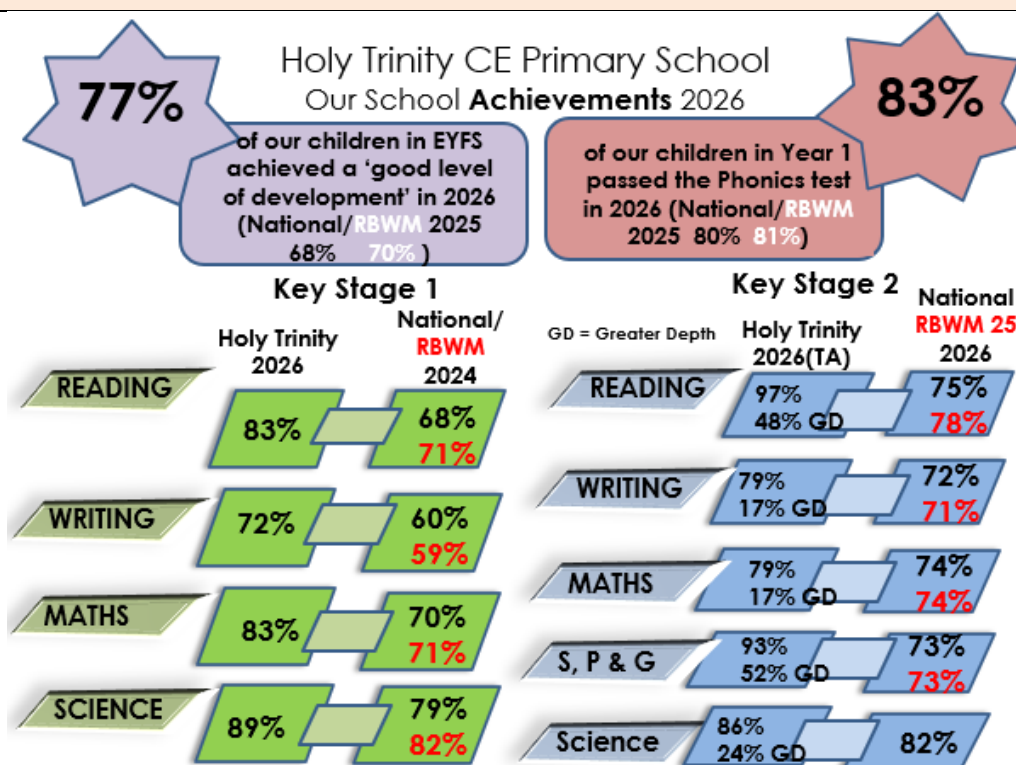
(See also sporting activities this term)

- Cluster Meetings
- Y5/6 Festival of Song @ St. George's
- Y6 to visit the renovation works at church
- PTA Summer Fair
- Windsor Flower Show
- Ascot Art competition – we had a winner!
- Maths Competition for Y2 and Y4
- Choir to The Hexagon for performance
- Head boy & Girls traffic watch with local PCSO
- Y5 Ascot Bake Off competition
- Mini-Marathon in London
- PTA Summer Fair!
- Local litter pick with Y6
- Parents are provided with 'Top Tips' guide to various online/computing issues that are relevant and appropriate via the weekly newsletter.
- Parents invited to their child's Class Assembly to hear about the curriculum learning.
- Next year's Y6 parents advised about the cost of residential and asked their opinion on cost. All who voted (20 out of 30) were in favour of continuing with a 5-day residential knowing costs.
- We have begun to develop links with Charters Maths department to ensure transition and taught methods match.

CULTURAL CAPITAL/DEVELOPMENT

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> World Views units included in Religion and World Views Education is a key opportunity to introduce the pupils to additional cultures and viewpoints. Coupled with our value and rule of 'Respect'. 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 expose pupils to other cultures through our curriculum and celebrate differences through curriculum delivery and Collective Worship. | <ul style="list-style-type: none"> Children invited to share own culture giving them confidence in public speaking & to be proud of their culture. Children learning more about the cultures shared in our Holy Trinity Family. Children and families have had access to school staff to be able to share concerns and continue to offer advice and support. | <ul style="list-style-type: none"> Continue to plan educational visits and trips to provide our pupils with cultural and educational opportunities. Continue to discuss specific gaps our disadvantaged pupils have and plan for strategies to support them. |
|---|---|--|

ACHIEVEMENT



Y4 MTC Trends over time

2020 - 2021		2021 - 2022		2022-2023		2023-2024		2024 - 2025		2025-2026	
21 out of 31 pupils scored 20 or above	68%	20 out of 31 pupils scored 20 or above	65%	25 out of 30 pupils scored 20 or more	83%	27 out of 30 pupils scored 20 or more	90%	22 out of 30 pupils scored 20 or more	73%	29 out of 32 pupils scored 20 or more	91%
				33% (10 pupils) scored 100%		20% 6 pupils scored 100%		23% (7 pupils) scored 100%		44% (14 pupils) scored 100%	

Average mark of eligible pupils 23 (national average in 2025 was 21).

• End of year data collected for all pupils and analysed. • Pupil Progress Meetings held with all class teachers to discuss barriers, successes and interventions. Main points shared with SACC. • Data analysis completed for groups and whole school. Shared with SACC Governors. • IDSR shared with Governors – highlights strengths and areas for development. • End of year reports shared with parents.	• 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 intervention teaching is highly focused. • Pupil Progress Meetings – common barrier that has been identified by teachers is time to conduct planned interventions. Also negatively impacted by staffing absences and reductions . • New assessment (NTS) for Reading and Maths from Y2 to Y5 has provided clarity and consistency in teacher assessments and the ability to compare nationally.	• Data harvest at end of Autumn term. • Track progress of disadvantaged pupils carefully to analyse gap and monitor if it's closing over time. • Track Y2 from September
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BEHAVIOUR		
Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
Behaviour Policy & Attachment Aware		
• Ensured Emotion Coaching (Attachment Aware) materials are available for parents on our website and promoted in newsletters and parent workshops. • Held second parent workshop on emotion coaching with parents. • Explored with staff and School Council reward and recognition following Bee Badge. Certificate in place. • Completed silver attachment aware project and received Silver Plaque for Attachment Aware Award and banner on display. • Worked alongside our Educational Psychologist to facilitate second workshop for parents on emotion coaching and regulation techniques. 17 parents attended. • Continued to embed Behaviour Policy and ensured expectations are consistent and known by all.	• 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. • Any incidents are resolved swiftly. • Pupils are well supported with regulating emotions in school.	• Ensure Emotion Coaching (Attachment Aware) materials are available for parents on our website. • Continue to provide top-up CPD for staff. • Plan transition for high needs pupils carefully • Continue to utilise LA expertise and support in managing challenging behaviours. • Continue to discuss pupils with challenging behaviours with the LA and Governing Board, completing risk assessments and behaviour logs on CPOMS.

- Approached LA for support with challenging behaviour of Y1 child – currently in intensive intervention 4 days per week.

ATTENDANCE (From Dfe VYED)

DfE comparisons

With RBWM schools:

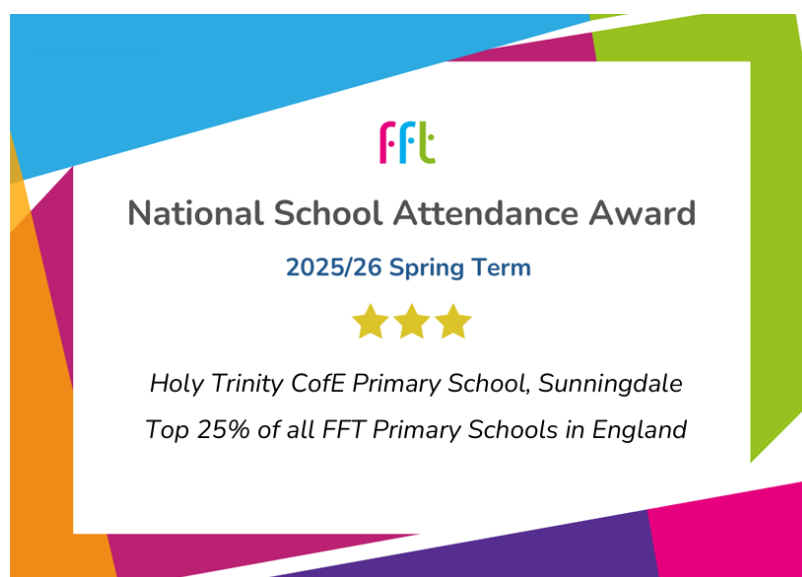
Attendance measure ▲	Percentage	Ranking ⓘ
Overall attendance	96.3%	You are ranked 7th out of 46 schools
Overall absence	3.7%	You are ranked 7th out of 46 schools
Authorised absence	3.0%	You are ranked 11th out of 46 schools
Unauthorised absence	0.6%	You are ranked 7th out of 46 schools
Persistently absent	7.0%	You are ranked 11th out of 46 schools
Severely absent	0.0%	You are ranked 1st out of 46 schools

National comparison:

Your overall attendance
96.3%

You are in decile 2, the top
10-20% of schools

Decile ⓘ	Decile description ⓘ	Number of schools ⓘ	Lowest in decile ⓘ	Highest in decile ⓘ
1	Top 0-10%	1667	96.5%	100.0%
2	Top 10-20%	1667	96.1%	96.5%
3	Top 20-30%	1667	95.7%	96.1%
4	Top 30-40%	1666	95.4%	95.7%
5	Top 40-50%	1666	95.1%	95.4%
6	Bottom 40-50%	1666	94.8%	95.1%
7	Bottom 30-40%	1666	94.4%	94.8%
8	Bottom 20-30%	1666	93.9%	94.4%
9	Bottom 10-20%	1666	93.1%	93.9%



• Attendance since 01/09/25: 96.5% • Requests for term-time absence this academic year: ➤ 91 requests (nearly doubled total just this term)(not total of days, not including medical appointments) ➤ 43 authorised (not yet CSA, religious holidays, school visits, funerals, entrance exams, music exams, sporting event) • 48 unauthorised requests (holidays). The total number of schools day lost to family holidays this year: 153 days. • Attendance Lead tracking attendance half-termly and contacting parents via letter/phone/in person as necessary. • Letters of concern around attendance sent to parents from Headteacher. • Attendance meetings with families of high concern. • EWO commented that our attendance is comparatively good. • IDSR attendance markers are good. • Attendance Lead has attended RBWM network meetings and engaged with strategies and suggested toolkits to improve and support attendance.	• The earlier start to the school day has had a positive impact on learning time. • Meeting with families/sending letters whose child's attendance is causing a concern has had a mostly positive impact on their attendance going forward. • Working alongside the LA to seek ways to support and improve attendance has been useful.	• 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. • Work with attendance link Governor to monitor absence and procedures. • Continue to ensure attendance is a standing agenda item on all Governor Meetings. • Continue to provide governors with attendance data via HT reports. • Plan for any further intervention needed for identified pupils through Attachment Aware action plan/project. • Monitor attendance of pupils to any alternative provision – regular communication with AP providers and parents.
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PERSONAL DEVELOPMENT AND WELLBEING

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
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LEARNERS BROADER DEVELOPMENT

Fundamental British Values



Democracy

Recognising that everyone has a voice within school and society.



Rule of law

Understanding and respecting rules and recognising that laws are there to ensure fairness and safety.



Individual liberty

Understanding human rights and responsibilities and the freedom people have to make their own choices in life.



Mutual respect

Showing respect for others and expecting to be treated with respect in return.



Tolerance of those with different faiths and beliefs

Respecting and appreciating diversity and understanding that everyone holds different views and beliefs.

- Continued to publicly recognise, encourage and celebrate pupils' 'Living the Vision' and showing courageous advocacy.
- ELSA (pastoral support) provided now training is complete and identified pupils are in receipt of ELSA support.
- Fundamental British Values explored with pupils in Collective Worship – on website [here](#).
- Guitar assembly – performance to parents and rest of the school.
- Choir
- Digital Leaders leading a weekly Computing Club.
- Clubs other than sports clubs offered this term:

- Gardening
- Cookery
- French
- Spanish
- Chess
- Homework
- Art
- Choir
- Guitar
- Ukelele
- Computer Coding/robotics
- Drama
- Science

- Y6 Pupil Leaders have grown in confidence and shown great leadership skills when organising and presenting to our school family and visitors.
- Our termly values are discussed and explored through Collective Worship promoting pupils' character development and understanding.
- Pupils are inspired to 'live our vision' by witnessing peers do so and be recognised for it.
- Pupils are exposed to discussions about tolerance and respect often. They have the chance to see others' views and show respect.
- School is providing a wide range of extracurricular clubs providing pupils with a range of experiences and opportunities to develop their personal development.

- Appoint new pupil leaders in the Autumn term.
- Continue to provide ELSA and Nurture groups for identified pupils.
- Trips, visits and visitors planned to enhance Holy Trinity Curriculum and provide cultural experiences for our pupils.
- Continue to make regular use of Space Makers in Collective Worship to provide pupils and staff with the opportunity to be reflective and mindful exploring their own sense of spirituality.
- Ensure Fundamental British Values (FBV) are known and understood by pupils and woven into the curriculum. The links to our own values and vision are made explicit.
- Introduce pupils with age-appropriate materials to the protected characteristic defined in the Equality Act 2010.
- Ensure any child attending AP continues to receive a PSHE and RHSE programme.

➤ Magical Maths ➤ Purple Peas (Public speaking/debating) • We were also pleased to host 7 past pupils for their work experience. • Railway Safety sessions delivered to Y1 – Y6.		
PHYSICAL HEALTH		
• Engaged in Inter-Sport competitions and festivals with the local cluster: ➤ Football Y2 & Y3 at Sunningdale School ➤ Y5 & Y6 girls and boys football at St. Michael's ➤ Y3 and Y4 girls netball at The Marist ➤ Y5/6 boys football @Braywick ➤ Y5/6 girls football @Braywick ➤ Y5/6 mixed football @Charters ➤ Y5/6 Basketball masterclass @ Charters ➤ Y5/6 girls football @ Charters ➤ Y5/6 Boys football @ Ascot United ➤ KS2 Cross Country @ The Marist ➤ Y5/6 Girls Football @ Ascot United ➤ Y5/6 Handball Masterclass @ Charters ➤ Y3/4 girls football @The Marist ➤ Y5/6 girls football @The Marist ➤ Y5/6 Girls football @Charters ➤ Y2 Wentworth Tennis session ➤ Y5/6 handball @ Charters ➤ Y6 Swimming Gala @ St. George's (we won!) ➤ Y3/4 Girls' football @ Ascot Utd (Ascot Cluster) ➤ Y5 Sports Day @ St. George's (Ascot Cluster) ➤ Y5/6 Athletics @ Charters • Widened the zones and activities available at lunchtimes to include small world play and Lego. Included Play Leaders and School	• Continuing with club provision and encouraging uptake is having a positive impact on pupils' physical health. • Lots of opportunities for pupils to engage in physical activities to support mental wellbeing and physical health. • Disadvantaged pupils invited to clubs to offer a variety of opportunities. • Taking part in sporting competitions in the community has offered the pupils an opportunity to compete and gel as a team. It has also provided the experience of losing at times which has developed their resilience and respect. • Pupils have had the opportunity to lead their peers – Play Leaders, House Captains, School Council, Team Captains.	• Plan for removal of Sports Premium funding from central government. • Continue to promote the Daily Mile on the running track. • Widen the zones and activities available at lunchtimes to include a mud kitchen, den building & outdoor library. • Continue to communicate upcoming sporting fixtures in a timely manner with parents.

Council in decisions about zones. • House Captains leading daily Sporting Challenge for all classes. • Sports Clubs offered this term: ➤ Basketball (KS2) ➤ Football for Reception Class only ➤ Football Y1- Y6 ➤ Zumba ➤ Martial Arts ➤ Athletics ➤ Playball (Reception to Y4) ➤ Fencing • The playground is now 'zoned' at lunchtime to provide a safe space for younger pupils to access the bikes and to skip in a designated zone. • School Council approached PTA for funds to enhance playground equipment. All requests were approved and School Council have introduced them to the rest of the school.		
MENTAL HEALTH		
• Staff Mental Health and Wellbeing Policy reviewed. • Attachment Aware Award Silver Project completed. • Staff wellbeing a discussion in Performance Appraisal meetings and added to the Governor Visit Report. • Staff invited to share confidentially with a Governor of their choice any wellbeing concerns. • Provided support for parents of children with SEMH and signposted to further advice/support. • Celebrated neurodiversity with pupils – Y6 selling fidget toys to raise awareness & understanding. • Supporting Y6 pupils with transition to new schools – ELSA providing additional support if needed.	• Staff are aware of the Staff Wellbeing Policy and how to seek support if needed. • Nurture Groups provide support to pupils with friendship/social interaction difficulties in a safe way.	• continue to support parents with their children's emotional wellbeing. • Continue to signpost staff and support staff to professional support should they require it. • When funds allow, consider providing additional Nurture Groups/ELSA support in Forest School setting.

CHRISTIAN DISTINCTIVENESS and VISION

• Support Holy Trinity Church in its transformation. Providing a space in school for church meetings and services at weekends and in the week when needed. • Space Makers being used with children, staff and Governors. • Living the Vision certificates awarded to pupils and celebrated with the school community in Collective Worship and on our website.. • RE Leader working with pupils to develop Prayer Spaces for Collective Worship. • Prayers on prayer tree promoted and shared in Collective Worship. • Pupils leading Collective Worship. • Weekly food boxes distributed to those in need in the community. • Governors involved in monitoring teaching and learning in RE. • foodbank collection point box for the reception area in school office.	• 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. • Pupils and staff felt able to somehow contribute towards helping those in more need than ourselves.	• RE Leader working with pupils to develop Prayer Spaces around school inside and out. • Further explore global link in Sri Lanka with Rev Jon and Stephanie Hynard and plan activities and fundraising next term. • Plan opportunities in the curriculum to teach justice – plan TDM for staff with Diocesan advisor.
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LEADERSHIP AND GOVERNANCE

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
LEADERSHIP		
• Welcome Meeting for new Reception class parents. • Attachment Aware Schools Award – Silver. • Safeguarding is well managed and DSLs are all able to respond to needs as they arise – although this need has markedly increased this term. • Class teachers network with Ascot Cluster to share expertise and for support. • Continued to organise and lead on cluster meetings for Heads, class teachers and subject leaders to widen network and share expertise. • New website commissioned.	• Staff supported and developed in their roles (see CPD record). • School Leaders accessible to all staff for support. • Curriculum at Holy Trinity is well planned and sequenced and leadership roles are distributed. • Performance Appraisal ensures focus for all on SDP foci and personal wellbeing & development. • SEF provides leaders and Governors with clear picture of how Holy Trinity is currently performing. • Teaching strategies are becoming more consistent through WalkThrus CPD enabling teachers and TAs to further build strategies and techniques to address identified needs. Team coaching provides collaborative development. • Working with the Ascot Cluster provides support and shared expertise.	• 3 year plan for 2025 – 2028. • Share next steps plan with Staff and Governors. • Continue to plan time to coach all teachers in their teaching and learning practice to ensure consistency: 'The Holy Trinity Way' • Continue to forge networks in RBWM for all subject leaders to support their role and for CPD. • Continue to seek and provide high-quality CPD for subject leaders. • Prepare for proposed changes in the White Paper and SEND Reform including HT joining a Trust. • Continue to organise and lead on cluster meetings for Heads, class teachers and subject leaders to widen network and share expertise. • Ensure new website launch is effective.
GOVERNANCE		
• Support for Leadership team in various challenging issues. • Clear succession planning in place. • Continued to plan Governor visits linked to SDP and actions from previous visits. • Continued to attend training. • On-going Governor Visits linked to SDP.	• Governors have detailed understanding of how Holy Trinity Curriculum is implemented with consistency and why curriculum choices have been made by the Leadership Team. • Governors know the writing expectations and progression across the school. • Governor training has continued virtually/in person to ensure all governors are fulfilling their roles. • 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.	• Governors' visits to link to SDP. • Succession planning for Governor roles. • Strategic planning for future of Holy Trinity. • All Governors available for staff to share any wellbeing concerns they may have. • All Governors monitoring Collective Worship, RE and 'living the vision' effectively to ensure we are living up to our church foundation.

FINANCE

• F&R closely monitoring deficit budget. • PTA events so far this year: Bake Sales, second hand Halloween costume sale, MUFTI, Christmas Fair, Film Night, Summer Fair. • All classes are full. • Cleaning contract underway. • Planned for increase in free school meals Sept 26 (any parent receiving Universal Credit). • 30 Reception places for 2026/27 confirmed. • We received a further donation from the Fire Brigade Trust to renew the flooring in the Reading Room.	• Budget reflects reduction in pupil numbers and plans for it accordingly. • staff technology fit for purpose. • Building is a fit for purpose, inviting and safe. • Budget and financial planning audited independently for quality control purposes.	• Decarbonisation working party to agree actions – additional grant of £15,956 to be used for this purpose (window repair/replacement). Liaise with Diocese. • Explore costs/funding for hall refurbishments (floor, walls and decoration) • 99-year land lease to be extended – conversations with St John's college and diocese. Awaiting quote from estate agents. • Explored cost of replacing flooring in KS2 classrooms, corridors and hall. Consider for future. • Ensure any outstanding actions on Fire Health and Safety action plan from LA have been actioned in a timely manner. • F&R to continue to closely monitor budget. • Replace phone lines. • Martyn's Law preparations for lockdowns. • Car park resurfacing. • Gates serviced. • Explore installation of Air Conditioning units in classrooms in order to future proof the building.
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SAFEGUARDING

(See also Annual Safeguarding Report to Governors)

• Headteacher joined AfC Safeguarding Partnership team to represent primary school sector in RBWM which involves termly meetings. • Termly safeguarding governor visits booked to take place. • Safeguarding information shared with schools if pupils moving on/joining. • Communicated effectively with social worker/early help/family workers as needed for identified pupils. • DSLs have continued to work closely with social care to support families in need. • DSLs attended RBWM network training and DfE webinars. • Daily Monitoring Reports from internet usage in school time	• Online record keeping has streamlined procedures and improved communications. • SCR full and up to date. • Induction Folder comprehensive and effective for new staff members. • All actions from last year's Safeguarding Audit are completed. • Pupils that need support are identified by robust internal processes and appropriate support is sought.	• Ensure all DBS for staff are within 5 years. Renew on rolling basis. • Induct new Safeguarding Governor into the role. • Ensure all quality assurance and safeguarding checks are completed on any AP that any pupil is utilising. • DSL network meetings. • Update policy to reflect KCSIE 2026 edits and additions. • New pupils joining Reception class with complex medical needs – risk assessments and an adjusted curriculum will be required. • Support/supervision for DSLs when dealing with challenging cases that affect their own wellbeing.
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now being received by two DSLs.		
STAFF		
- Fully staffed for September - One additional part-time TA employed - Additional staff member for lunchtime cover from September - TAs wellbeing meetings undertaken with Headteacher.	- 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.	- Focus on staff wellbeing - Continue to promote National College online as source of quality CPD.
STAFF WELLBEING		
- Staff wellbeing added to Governor Visit Report as an opportunity to share concerns or suggestions. - Staff offered the chance to contact any Governor to share any wellbeing concerns. - Staff questionnaire conducted. - Policy reviewed and shared.	- 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. - Teacher workload survey has provided an opportunity for teachers to highlight any issues – feel their wellbeing is important to leaders. And changes made as a result.	- SMHL to follow on actions resulting from staff mental health survey. - Continue to look for ways to reduce workload and more efficient practices. - Organise staff social events. - Support/supervision for DSLs when dealing with challenging cases that affect their own wellbeing. - Seek further guidance and support for staff experiencing very challenging behaviours which negatively impact wellbeing.

Mrs Carmel Barnes – Spring 2026		
Key responsibilities:		
• SIAMS • RE • Collective Worship • Mental Health Lead • Safeguarding & Child Protection (DSL) • Performance Appraisal • MFL and Art		
Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
• Governor Monitoring visit with Barry Aherne to evaluate the impact of RE across the school. on the quality of RE teaching.	• Through discussions, observations of learning, scrutiny of pupils' work, and conversations with pupils, it was evident that RE is making a positive contribution to pupils' personal development and understanding of different faiths and worldviews. • Pupils demonstrated purposeful and enthusiastic engagement in RE lessons. They spoke confidently about their learning, showed respect for differing beliefs and perspectives, and were able to make thoughtful links between religious teachings and their own experiences. • Classroom environments reflected high expectations, with pupils actively participating in discussion and enquiry-based learning. • Evidence from books indicated good progression in knowledge and skills across year groups. Pupils take pride in their work and are encouraged to think deeply, ask questions and reflect on important moral, spiritual and cultural issues.	• The visit confirmed that RE has a valued place within the curriculum and is having a positive impact on pupils' understanding, attitudes and personal development. • Keep up to date with developments of RE Curriculum Review. • Pupil Voice – Autumn 2026 • Develop systematics opportunities for pupils to learn about justice (included in SDP for 2026_2027)
• Kindness Ambassador/Spiritual Leader ran a loom band club in year 1 for the children to make and sell their designs. All monies raised were for Child Action Lanka (CAL)	• Raised £57.07 for the Child Action Lanka (CAL). An unprompted living the vision and seeing Global Christianity in action by group of Year 6 girls.	• Develop further links with CAL and support the staff in Sri Lanka and bigger project to fundraise. • Continue to spread kindness in many small ways. • Build new teams of Kindness Ambassadors/Spiritual Leaders.
• Spiritual leaders – Foodbank items in the newsletter for the Holy Tr Holy Trinity Hub is still	• Opportunities for social justice and supporting our local community	• Continue to put in newsletter foodbank drives each half term.
• Attended RE Network meeting.	• New Statement of Entitlement from September 2026. Statement of Entitlement 2026 Main changes are • Curriculum Approach – Formally mandates a multi-disciplinary lens (theology, philosophy and social science).	• Continue to monitor the political landscape of RE as a National Curriculum subject and review our provision to meet the new requirements.

Holy Trinity CE Primary School

Believe • Achieve • Inspire •

• Continue to support families experiencing difficulties through DSL role. • Attended Governor Meetings.	• RE must be separate from CW with a Minimum 5% of teaching time while ultimately aiming for 10%. • Christianity is a living and diverse faith. We learn about religion and from religion. Difference between learning about and participating in – parental communication with Learning communicated in advanced where activities could be considered sensitive. • Key focus is 50% of Christianity (cover a range of Christian religions as a global faith). • The children to see something of themselves in the curriculum • There has been a noticeable workload increase in supporting the families of our community. The DSL Team have worked very well in helping support each other. Thank you also to our Safeguarding Governors (Jon and David) for your support and time. ○ Thank you for the opportunity to serve the school. It has certainly benefitted my personal development in a strategic and operational manner.	
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Stacey Harding

- PTA link
- TA Lead
- English Lead
- P.E. and School Sports Lead
- Student Placements
- Performance Appraisal
- DDSL
- Behaviour & Safety
- Feedback and Marking
- Assessment
- Data tracking and Analysis

Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
• PTA Meetings attended	• Community feel to events – school community. • Money raised will be spent on projects and resources needed decided upon by school staff.	• Continue to attend meetings and liaise with PTA on future fundraising events and projects.
• Y5 playleaders continue to work well but can be tricky to keep all interested during the summer term. More children took on the role and therefore it's increased to running daily. • Games zone twice a week.	• Increase physical activity at break and lunchtimes, contributing to children's 60 active minutes a day. • Good experience for Y5s ahead of taking on responsibilities in Y6.	• Talk to Year 4s about being playleaders next year.
Spring 2 / Summer 1 • Run athletics club for y3-6. Families charged small amount for attendance • Y5/6 Handball Masterclass at Charters • Y5/6 Girls Football at the Marist • Sporting Challenge continuing at lunchtime. • Y5/6 Girls football at Charters • Y5/6 Handball at Charters • Y6 Swimming Gala at St. George's • Y3/4 girls football at Ascot FC • PE pupil voice questionnaires • Sporting Challenge continues to run at lunchtimes	• Younger children and more boys attend athletics club • Gives pupils experience of competitive sport against other schools. • Forming and maintaining relationships with staff at other schools – useful contacts. • Matches/ tournaments reported on weekly newsletter. • Gives year 6 pupils leadership practice ahead of joining secondary school where they may choose to follow sport leadership pathways. • Builds relationships between younger and older pupils. • Provides year 6 pupils with leadership practice and pupils in Y1-Y6 basic competitive sport. • All the above help raise profile of P.E. and competitive sport within school, encouraging healthy lifestyles – physical and mental.	• Sports Day planned • KS2 House Rounders competition planned • Continue to liaise with staff at different schools to arrange inter-school fixtures and competitions for different year groups. • Continue to liaise with office staff and outside agencies concerning extra-curricular sports clubs. • Continue to monitor attendance at sports clubs.
• TA meetings • Individual conversations with Tas about concerns / staffing etc. Support given.	• TA meetings held. • Tas updated on relevant information including safeguarding and Walk-thrus. • TAs given opportunity to voice ideas/ concerns. • Individual conversations allow confidential matters to be discussed	• Continue to maintain and further build positive relationships, making sure all staff feel valued and ensuring high staff morale.

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Spring data input and analysed using NTS online tool (years 2 – 5).	- Analysis allows groups to be identified for intervention. - Analysis allows for trends to be identified and targets set. - NTS online tool working well.	- Continue to provide time for staff to use the online tool following NTS assessments. - Analysis summer data.
6 GD children from Y6 attended a Shakespeare workshop at St. George's. - English SL meeting attended - Monitoring of books – looking at handwriting - Handwriting questionnaire sent out to all staff - TDM – handwriting starter with teachers - Research of handwriting scheme / resources - Year 6 moderation – external - Internal moderation – borderline and GD pupils	- Stretching GD - Attending subject leader meetings ensures receipt of up-to-date information and allows a larger mix of colleagues for best practice. - Monitoring of books allows for identification on areas requiring further work – handwriting - Judgements verified on a larger scale. Identification of areas of strength and areas for improvement – ensures progression in practice. - Moderation allows staff to discuss judgements and support one another	- Complete Writing Framework audits. - Monitor Independent writing grids. - Undertake genre coverage review. - Handwriting scheme trial
- Librarians continue to work alongside parent volunteer on Monday lunchtimes - World Book Day activities - Local author – Philip Kevadas – talk to KS2 children.	- Reading for pleasure - Encourage a broader reading diet for children - Relationship between older and younger pupils - WBD and author visit (male) help keep profile of reading high.	
DDSL work as and when – access CPOMS.	- Keeping children happy and safe. - Liaising with other DSLs/DDSLs.	This will continue.

SEND Report (See also SEND In A Nutshell)

SEND & INCLUSION – June 2026

SENCo – Mrs Fiona Fargher

SEND & INCLUSION – June 2026 SENCo – Mrs Fiona Fargher		
Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
- Reaching completion of Silver Attachment Aware Schools Award (AASA) with RBWM/ Achieving for Children - This involved delivery of 2 x parent workshops during the school day and one in the evening to explore the concept of Emotion Coaching and to share resources.	- Extending understanding of emotion coaching approach and sharing with parents means that pupils are given consistent messages and support. - Pupils are better able to manage their emotional responses and regulate.	- Continue to embed the principles of emotion coaching approach throughout the school with staff using relevant language when supporting pupils with various needs. - Continue to share resources with parents to maximise support for pupils to promote consistency between home and school.
Updated SEND resources and signposting on the school's website so that resources are easily accessible.	Ensures that resources are appropriate, useful and accessible to parents – including those who may be concerned about their child's mental wellbeing rather than just SEND.	- Continue to ensure that relevant resources are added to the website. - Ensure that parents are directed to resources and support as needed.

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• Our ELSA is in role and has supported a number of pupils across the school this academic year, mainly through blocks of ELSA intervention sessions.	• ELSA support has been specific and measurable for almost all pupils, focusing on one aspect they have found difficult to manage. • Pupils have presented as more settled as a result, feeling more confident and willing to share what works with those adults around them. • Parents are reassured that concerns are taken seriously and that issues are being addressed.	• Ensure ELSA is able to attend all the supervision sessions and the ELSA conference to exchange ideas and support with other professionals. • Ensure continued liaison with SENCo and class teachers to prioritise those in need in view of capacity of the role. • Where possible, protect ELSA timetable so that pupils are seen as planned.
• Visited Alternative Provisions to determine suitability for specific pupils in line with their needs.	• Ensures that appropriate measures are in place to maintain safeguarding of pupils who are accessing Alternative Provision whilst still on school roll. • Builds SENCo understanding of how to secure, seek funding and ensure compliance with risk assessments, safeguarding, DBS etc.	• Continue to explore Alternative Provisions (APs) where this may be appropriate to meet individual pupil needs.
• Secured specialist settings for two high needs pupils this academic year.	• These provisions are designed for pupils to access the right therapeutic support needed to feel safe and secure, whilst reducing the risk of them being permanently excluded due to high SEMH needs.	• Continue to consider these 'longer-term' placements for pupils who are at risk from permanent exclusion due to factors such as trauma, undiagnosed SEND needs and for those not 'school-ready'. • Ensure appropriate transition back into the school when placement is finished.
• Staff have received training specific to their roles (for example, ELKLAN speech and language training; NHS speech training; OT training)	• Training ensures that we are able to meet the needs of the pupils in our care and have the skills and understanding to do so effectively.	• Continue to review needs and identify requirements for further training.
• Arranged additional transition support for identified pupils with SEND needs – both to a specialist setting and also for secondary transition to Charters. • Referred and arranged specific secondary transition support from the Shine Team for one pupil with autism. • Referred identified pupils for specific transition support - the 'Onwards and Upwards' programme - to help support move to secondary school.	• Transition is a difficult area for all pupils with SEND – whether that is moving into the next class at Holy Trinity or joining the school / leaving for secondary or elsewhere. Additional, targeted support can help to maximise chances for a successful move.	• Continue to consider the needs of all pupils leaving and joining the school regardless of age / stage. • Those with highest needs (not always just SEND) to be supported through programmes run by the local authority.
• Continued to monitor progress data for pupils and identify where we may need to apply for an EHCP.	• Applying for an EHCP for those with highest needs means that we can secure funding to continue to put in the support required.	• Apply for EHCP Needs Assessments when this is felt necessary to ensure pupil support. This may be subject to current Government SEND reform guidelines.
• Continued to refer to external professionals for advice, support and interventions (for example, EP, Shine Team, OT, CAMHS, Literacy specialist).	• Provision of the right support and early intervention for pupils is essential if they are going to make the best progress – academically, socially and emotionally.	• Continue to prioritise referrals as appropriate to ensure appropriate support in place.

Ongoing actions to support pupils with SEND as well as their families:

- Attend SENCo meetings and training events / webinars to ensure up to date with best practice and to have opportunities to discuss concerns / issues / successes with other SENCos
- Ensure that pupils with SEND are able to access all activities and also take on positions of responsibility in line with inclusive approach to SEND education
- Continue to observe pupils in their classroom settings, review curriculum adaptations and monitor provision for those with SEND and those with EHCPs in particular
- Careful monitoring of academic progress so that additional steps can be taken to support pupils with SEND at the earliest opportunity; also important to identify barriers to learning
- Ongoing and regular communication with class teachers and TAs to discuss SEND needs and adapt provision and monitoring accordingly
- Regular and ongoing communication with parents of SEND pupils as required; ensure they remain updated on professional visits, referrals etc and keep informed of pupil progress
- Share information about workshops and specific events with parents which may be of interest; continue to update webpage with relevant and useful links for support and direct parents to this
- Plan transitions carefully, particularly for those with SEND who may need additional adjustments
- Continue to refer to external professionals (CAMHS, Educational Psychologist, Shine Team, Early Help, Pear Panel, SALT and OT) when appropriate and as early as possible to minimise delays in support

Statistical Data

Year Group	Number on roll	Girls	Boys
Reception	30	12	18
Year 1	30	10	20
Year 2	30	15	15
Year 3	30	17	13
Year 4	32	17	15
Year 5	31	17	14
Year 6	28	18	10
TOTAL	211	106	105

Language spoken											
Albanian	Bengali	English	Greek	Gujarati	Punjabi	Polish	Refused	Russian	Slovak	Urdu	French
1 (0.47%)	2 (0.95%)	196 (93%)	1 (0.47%)	1 (0.5%)	2 (0.95%)	2 (0.95%)	2 (0.95%)	2 (0.95%)	1 (0.47%)	1 (0.47%)	1 (0.47%)

Ethnicity								
Any Other Asian Background	Asian and Any Other Ethnic Group	Bangladeshi	Filipino	Indian	Other Asian	Other Ethnic Group		Other Mixed Background
1 (0.47%)	1 (0.47%)	2 (0.95%)	1 (0.47%)	12 (5.7%)	1 (0.47%)	1 (0.47%)		5 (2.4%)
Other Pakistani	Pakistani	Sri Lankan Sinhalese	White British	White English	White & Any Other Asian Background	White and any other Ethnic Group		White & Asian
2 (0.95%)	2 (0.95%)	2 (0.95%)	15 (7.1%)	128 (60.7%)	4 (1.9%)	3 (1.43%)		1 (0.47%)
Other White British	White & Black Caribbean	White & Chinese	White & Indian	White European	White Western European	White Other	White Irish	Refused
8 (3.8%)	2 (0.95%)	3 (1.43%)	3 (1.43%)	6 (2.85%)	2 (0.95%)	1 (0.47%)	3 1.4%	2 (0.95%)

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Religion						
Anglican/ Church of England	Buddhist	Christian	Hindu	Muslim	No Religion	Other Religion
50 (23.7%)	2 (0.9%)	40 (18.9%)	6 (2.8%)	10 (4.7%)	66 (31.3%)	4 (1.9%)
Refused	Roman Catholic	Sikh				
7 (3.3%)	16 (7.6%)	10 (4.7%)				

Special Educational Needs and Disabilities				
Term	SEN Support	EHCP	LAC/PLAC/ SC	Pupil Premium pupils total
Summer 2026	39	5	6	13

Attendance

Attendance		Target 2025-26: 97%	
Whole School End of Year	Pupil Attendance %	Pupil Attendance %	01/09/25 – 24/06/2026
		Class	
Sept 2012 – July 2013	95.7%	EYFS	96.4%
Sept 2013 – July 2014	96.6%	Year 1	96.7%
Sept 2014 – July 2015	96.8%	Year 2	96.2%
Sept 2015 – July 2016	97.1%	Year 3	97.1%
Sept 2016 – July 2017	96.9%	Year 4	97.2%
Sept 2017 – July 2018	96.6%	Year 5	96.9%
Sept 2018 – July 2019	96.5%	Year 6	96.4%
Sept 2019 – July 2020	95.3%	TOTAL (Whole School)	96.5%
Sept 2020 – July 2021	96.7%		
Sept 2021 – July 2022	94.09%		
Sept 2022 – July 2023	96%		
Sept 2023 – July 2024	96.28%		
Sept 2024 – July 2025	96.4%		

Staff CPD training

DSL SEND Safeguarding Curriculum SIAMS Leadership and Governance Attachment/DT
Disadvantaged Finance

Autumn Term 2025			
Date	Staff	Course/training	Lead/provider
03/09/25	All teachers	Basic Safeguarding Annual Training	AfC & DSL
08/09/25	All support staff	Basic Safeguarding Annual Training	AfC & DSL
12/09/25	Headteacher	New Ofsted Framework	ASCL
18/09/25	Bursar	Bursar Support	AfC
24/09/25	Headteacher	Ascot Cluster Heads Meeting	
30/09/25	All teachers	Music- beat and rhythm	Berkshire Music Trust
01/10/25	Headteacher	Cyber Security	National College
07/10/25	Y1 TA	Paediatric First Aid Awareness	National College
09/10/25	Headteacher	Closing the Disadvantaged Gap	National College
09/10/25	Headteacher	Attachment Aware Silver launch	AfC Virtual School
09/10/25	RE Leader	RE Network	ODBE

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09/10/25	EYFS TA	Paediatric First Aid	St John's Ambulance
14/10/25	All teachers	Purple Mash Coding & Assessment	Purple Mash
16/10/25	SEND CO	SEND Leadership Forum	AfC
16/10/25	ELSA	ELSA Supervision	AfC
21/10/25	Headteacher	Pupil Premium	Marc Rowland/AfC
21/10/25	Designated Teacher	Designated Teacher Forum	AfC Virtual School
21/10/25	SIAMS Leader	Collective Worship & Spirituality Network	ODBE
22/10/25	SEND CO	EAL Network	AfC
By 03/11/25	All TAs	First Aid	National College
By 03/11/25	All TAs	Lunchtime Supervisor Role	National College
03/11/25	All teachers	Marking and feedback with disadvantaged pupils in mind	INSET
03/11/25	All teachers	Cyber Security	National College
03/11/25	All teachers	Online Safety	National College
12-14/11/25	Headteacher	Headteacher Conference	AfC
18/11/25	Attendance Lead	Attendance Network Meeting	AfC
19/11/25	2 x TA	Team Teach (Positive Handling)	AfC
24/11/25	DSL	DSL Network	AfC
25/11/25	SEND Co	WESEND Cluster Mtg	AfC
25/11/25	RE Leader	RE Network	ODBE
26/11/25	Headteacher	Pupil Premium (Marc Rowlands)	AfC
27/11/25	Bursar	Financial Benchmarking	AfC
27/11/25	ELSA	ELSA Supervision	AfC
02/12/25	Headteacher/DSL	CPOMS Ofsted & Safeguarding	AfC
09/12/25	Designated Teacher	DT Forum	AfC
Spring Term 2026			
05/01/26	Teaching Staff	Subject Leader audits and National College Training	INSET
19/01/26	Y6 Teacher	KS2 Assessments	AfC
20/01/26	Headteacher	Heads Together - IDSR	AfC
20/01/26	Designated Teacher	DT Forum	AfC
22/01/26	All teachers	Ascot Cluster Year Group Network	Ascot Cluster
22/01/26	Headteacher	Ascot Heads Cluster Network	Ascot Cluster
27/01/26	Headteacher	PRS	ODBE
28/01/26	RE Leader	RE Network	ODBE
29/01/26	Teaching Staff	Pupil Premium (Marc Rowlands)	AfC
05/02/26	Bursar	Bursar Support	AfC
09/02/26	RE Leader	CW and Spirituality Network	ODBE
10/02/26	SEND Co	SEND Conference	AfC
24/02/26	Admin Officer	Attendance Network	Oakfield First School
25/02/26	Headteacher	Heads Together – The Writing Framework	AfC
26/02/26	TA	Paediatric First Aid	St John's Ambulance
02/03/26	EYFS TA	Sensory Workshop	NHS
04/03/26	Class Teachers	Cluster Writing Moderation	Ascot Cluster
10/03/26	Attendance Leader	Attendance Network	AfC
12/03/26	ELSA	ELSA Supervision	AfC
17/03/26	Headteacher	ODBE Online Conference	ODBE
17/03/26	Designated Teacher	DT Forum	AfC
18/03/26	All Subject Leaders	Subject Leader Network	AfC
19/03/26	RE Leader	RE Network	ODBE
20/03/26	Headteacher	Education Leadership Forum	AfC
Summer Term 2026			
ongoing	1 X TA	ELKAN (Speech and Language)	ELKAN
14/04/26	Admin Officer	Attendance Network Meeting	Oakfield First School
21/04/26	All teaching staff	2BeSafe, Purple Mash + Online Safety	Headteacher
23/04/26	Pupil Premium Lead	Marc Rowlands PP Statement CPD	AfC
27/04/26	DSL	DSL Network	AfC
29/04/26	2 x TA	Paediatric First Aid	St. John's Ambulance
30/04/26	Pupil Premium Lead	Marc Rowlands PP Statement CPD	AfC
30/04/26	Designated Teacher	DT Forum	AfC

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05/05/26	SENDCo	SEMH Network	AfC
20/05/26	2 x EYFS teachers	EYFSP CPD	AfC
21/05/26	RE Leader	Collective Worship and Spirituality Network	ODBE
21/05/26	1 x TA	Paediatric First Aid	St. John's Ambulance
03/06/26	Headteacher	AfC Link Advisor visit	AfC
03/06/26	Subject Leaders	Subject Leader Meetings	AfC
05/06/26	Headteacher	Performance, Resilience and Support CPD	ODBE
09/06/26	Attendance Lead	Attendance Network	AfC
16/06/26	Headteacher	Heads Together	AfC
17/06/26	ELSA	ELSA Conference	AfC
18/06/26	Designated Teacher	DT Forum	AfC
22/06/26	DSL	DSL Network	AfC
23/06/26	DSL	DSL Prevent Training	DfE
25/06/26	RE Leader	RE Network	ODBE
29/06/26	1 x TA	Paediatric First Aid	St. John's Ambulance
30/06/26	Class Teachers	Ascot Cluster Year Group Network	Ascot Cluster
10/07/26	Headteacher	Education Leadership Forum	AfC

Record of Governor Training/Courses Attended 2025-26

Date	Governor	Course/Training	Lead/Provider
Autumn Term 2025			
18 th September	Carol Elsasser	RBWM Clerk Briefing	AFC - CIM Moor Hall
22 nd September	Jo Steel	The Role of Governors in the Headteacher's Appraisal	The National College online
24 th September	David Gingell	Role of the Safeguarding Governor	AFC -Homer First School, Windsor
7 th October	Jo Steel	Guide to SIAMS	ODBE Online
7 th October	Barry Aherne	Guide to SIAMS	ODBE Online
7 th October	Andi Williamson	Guide to SIAMS	ODBE Online
7 th October	David Gingell	Guide to SIAMS	ODBE Online
8 th October	Ramsay Abbott	New Governors Induction Part 2 – The Support & Challenge Role	AFC -Homer First School Windsor
21 st October	David Gingell	SEND Understanding the national picture for Governors	Online – Achieving for Children
5 th November	Liz Walker	Governor Induction Part Four - Safeguarding: the governors' role	AFC -Homer First School Windsor
25 th November	Jo Steel, Barry Aherne, Andi Williamson, David Gingell	Guide to Religious Education	ODBE Online
1 st December	Jo Steel, David Gingell, Barry Aherne	Guide to Collective Worship and Spiritual Flourishing	ODBE Online
Spring Term 2026			
21 st January	Ramsay Abbott Liz Walker	New Governor Induction Part 1 – Strategic Leadership	AFC - Homer First School Windsor
10 th February	David Gingell	Safer Recruitment Training	National College
11 th February	Liz Walker	Governors Induction Part Three – Accountability in School Governance	AFC - Homer First School Windsor
2 nd March	Nick Holt	An introduction to Governance in Church Schools & Trusts	OBDE - online

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10 th March	Jo Steel	Certificate in Safer Recruitment	National College - online
Summer Term 2026			
23 rd April	Carol Elsasser	RBWM Clerk Briefing	CIM Moor Hall
13 th May	Liz Walker	Governor Induction Part Two - The Support and Challenge Role	Homer First School Windsor
3 rd June	Jon Hutchinson	Governor Induction Part 4 - Safeguarding: the governors' role	Homer First School Windsor
3 rd June	Barry Aherne	Governor Induction Part 4 - Safeguarding: the governors' role	Homer First School Windsor
17 th June	Liz Walker	SEND Governance	Homer First School Windsor

Staffing

% of our teachers taking at least 1 period of sickness absence this year	Average number of days taken	National % of teachers taking at least 1 period of sickness absence 2024/25	National Average number of days taken 2024/25
38%	1.7 days	75%	3.1 days

Staff Absence	Current year to date	Full Year 2024-2025	Full Year 2023-2024	Full Year 2022-2023	Full Year 2021-2022	Full Year 2020-2021	Sept - March 2019-2020	Full year 2018-2019
Teachers (9.0)	14	28	58.5	25 (+64 long term absence)	138 + 38 long term absence	54	22.5	60
Teaching Assistants (6.9)	28.5 (+24 long term absence)	47.5 (+ 14 long term ongoing absence)	87	87 (+ 103 long term absence)	189 + 31 long term absence	243.5	72	156.5
Non-teaching (3)	9.5	3 (+29 days long term absence)	2	4	19	91	1	4.5
TOTAL	76 days (52 days without long term absence)	107.5 days (64.5 without long term absences)	147.5 days	283 days (116 days without long term absence)	415 days (346 days without long term absences)	388.5 days	95.5 days	221 days

Behaviour and Incident reporting (since the last report)

- There have been two 1-day fixed term suspensions this academic year (Year 1 child) and 1 internal suspension (EYFS child).
- There have been no permanent exclusions this academic year.
- There has been one reported bullying incident.
- We have had no incidents of racist behaviour to report.

Health and Safety & GDPR

- No data breaches to report.
- Staff car park and security gates to be replaced.
- Building conditions survey identified actions to be planned including plans for future heat waves.

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External Moderation

The Local Authority usually moderate schools on a four-year cycle. However, they may conduct a visit if previous results were a cause for concern or for other reasons. We were moderated at KS2 for writing this June.

The LA sample a selection of pupil work (writing) to check against the teacher assessment judgement. All teacher judgements were agreed with confirmed by LA.

EYFS and KS1 will no longer be moderated by LA.

EYFS LA moderation	KS1 LA moderation	KS2 LA moderation
June 2018	June 2016	June 2016
N/A	June 2022	June 2022
N/A	N/A	June 2026

Governor Visits this academic year

(For full visit overview please see [Governor Zone](#) on website)

Date:	Governor & Role:	Area of focus:	Staff member & role:	Next steps/actions:	Action complete?
15/06/26	All Governors invited	Greater depth writing	Jo Griffith Headteacher	Awaiting report	•
29/04/26	David Gingell & Jon Hutchinson	Safeguarding	Jo Griffith DSL	Awaiting report	•
March 2026	Jo Steel SEND, Disadvantaged and PLAC/LAC Link Governor	SEND, PLAC/LAC + Disadvantaged	Fiona Fargher SENDCo Designated Teacher	- Storage/transfer of SEND files - Ensure all parents of pupils with SEND know how to access policy and specific domain on school website	• complete
21/04/26	Barry Aherne RE Link Governor	RE	Carmel Barnes RE Leader	Plan next Governor visit to monitor RE	•
5/3/26	Jo Steel Chair of Governors	Y1 progress in PSED	Carmel Barnes & Georgie O'Brien Y1 Class Teachers	None – this was a visit to monitor progress of this cohort following EYFS.	• complete
12/02/26	Jo Steel EYFS Link Governor	EYFS	Su Tones & Melissa Lawrence	- Specialist EYFS & OT training for EYFS support staff - Explore costs of a covered outdoor area - Seek additional reading volunteers for EYFS	• Some complete • some ongoing
03/02/26	David Gingell & Jon Hutchinson	Safeguarding	Jo Griffith DSL	Monthly supervision for DSL with safeguarding governor if required	• ongoing
02/02/26	Andrea Williamson & Liz Walker	English	Stacey Harding English Lead	- monitoring English teaching and learning in Y2 and Y6 - English Lead to update on the Audit of the DFE Writing Framework.	•
26/11/25	Nick Holt Maths Link	Mathematics (KS2 pupil voice)	Lizzie Hurst Maths Leader	Awaiting report	•
24/10/25	Liz Walker	Collective Worship	Jo Griffith Headteacher	Governor visit for RE	•
17/10/25	Andrea Williamson Admissions link	Collective Worship and Living the Vision	Jo Griffith Headteacher	Governor visit for RE	•
01/10/25	David Gingell Safeguarding Governor	Safeguarding	Jo Griffith DSL	- Safeguarding audit shared - SCR check complete - Filtering & Monitoring Action Plan	• In place

Policies reviewed this term:

Standards and Curriculum Committee
Relationships, Health and Sex Education Policy
Attendance Policy
Collective Worship Policy
Staff Mental Health and Wellbeing Policy
Restrictive Interventions Policy
Finance and Resources Committee
Lettings Policy
Safer Recruitment Policy
Anaphylaxis Policy
Sports Premium Statement
Full Governing Board
Data Protection Policy
Data Retention Policy

Conclusion

In the conclusion of my Spring Term report I talked about how long and dark and cold the winter had been. And now we have the heat! Whilst we often joke about the weather, the impact the heat wave had last week was not to be underestimated. I'd like to whole-heartedly and unreservedly thank the staff for their resilience and 'can do' attitudes. I'm extremely proud of us all!

We have much to celebrate with our statutory data – and with the very successful year the PTA has had with their fundraising.

Providing a temporary 'home' for church has been a privilege that we have been happy to be able to provide.

As we come to the end of this school year and reflect on our achievements, we are also looking forward to the coming school year and planning how we can continue to go from strength to strength. We say goodbye to pupils and families moving on to new schools and we welcome our newest pupils joining us. And so the cycle continues as we journey together.

Thank you, as ever, to the staff team who have contributed to this report and to Governors for your support and insights. Here's to a restful summer break!



Mrs Jo Griffith
Headteacher



GLOSSARY

AfC	Achieving for Children
AfL	Assessment for Learning
AP	Alternative Provision
ARE	Age Related Expectations
ASC	Autistic Spectrum Continuum
AASA	Attachment Aware School Award
CAHMS	Child and Adult Mental Health Service
CIN	Child In Need
CPD	Continual Professional Development
CSA	Compulsory School Age
CW	Collective Worship
DBS	Disclosure and Barring Service
DfE	Department for Education
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
DT	Design and Technology
DT	Designated Teacher for LAC and PLAC
EAL	English as an Additional Language
ECF	Early Career Framework
ECT	Early Career Teacher
EHCP	Education Health Care Plan (produced by RBWM)
ELG	Early Learning Goals
ELKLAN	Speech and language training
ELS	Essential Letters and Sounds (Phonics scheme)
ELSA	Emotional Literacy Support Assistant
EMAG	The Ethnic Minorities Advocacy Group
ERSA	Emotionally Related School Avoidance
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)
FPN	Fixed Penalty Notice (fines for term time absence)
FSM	Free School Meals
GDPR	General Data Protection Regulations
GDS	Greater Depth Standard
GLD	Good Level of Development (pupils have met in the prime areas– PSED; physical and communication and language. And the ELGs in mathematics and literacy).
GPS	Grammar, Punctuation and Spelling (same as SPAG)
HLTA	Higher Level Teaching Assistant
HR	Human Resources
HT	Headteacher
HUGG	Huge Unbelievably Great Goal (Action Plan)
ICT	Information, Communication and Technology
IDSR	Inspection Data Summary Report
ITT	Initial Teacher Training
KCSIE	Keeping Children Safe in Education
KS1	Key Stage 1 (Year 1 and 2)
KS2	Key Stage 2 (Year 3 to Year 6)
LA	Local Authority
LAC	Looked After Children
LADO	Local Authority Designated Officer
MAKATON	British sign language
MASH	Multi Agency Safeguarding Hub
MFL	Modern Foreign Language
MTC	Multiplication Tables Check
NELI	Nuffield Early Language Intervention
NC	National Curriculum
NOS	National Online Safety

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NNEB	Nursery Nurse Examination Board (qualification)
NPQH	National Professional Qualification for Headship
NPQSL	National Professional Qualification for Senior Leaders
ODBE	Oxford Diocese Board of Education
OFSTED	Office for Standards in Education, Children's services and skills
OT	Occupational Therapy
P4C	Philosophy for Children
PE	Physical Education
PLAC	Previously Looked After Children (adopted)
PLP	Personal Learning Plan (replaced IEP)
PPF/G	Pupil Premium Fund/Grant
PRS	Performance, Resilience and Support
PSHE	Personal, Social & Health and Economic Education
PTA	Parent and Teacher Association
RBA	Reception Baseline Assessment
RBWM	Royal Borough of Windsor and Maidenhead
RE	Religious Education
RHSE	Relationships, Health and Sex Education
SALT	Speech and Language Therapy
SATs	Standard Assessment Tasks and Tests
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