

Holy Trinity Church of England Primary School



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Chair of the Governing Board: T. Fettes

HEADTEACHER'S REPORT (School Self-Evaluation)

J.Griffith

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

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

To be an inspirational place of learning where:

- we facilitate opportunities so **every child** can flourish in a place where they feel safe, happy and confident.
- **staff** well-being and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal fulfilment.
- the school provides facilities that enable an optimum learning **environment**.
- the school plays a central role within our **community** and enjoys strong links with the church, local companies and other schools.

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

SIAMS judgements				
	How well does the school, through its distinctive Christian character, meet the needs of all learners?	What is the impact of collective worship on the school community?	How effective is the religious education?	How effective is the leadership and management of the school as a church school?
June 2014	Good	Satisfactory	Satisfactory	Satisfactory
SIAMS January 2018	Outstanding	Outstanding	Outstanding	Outstanding

School Context

- This voluntary aided primary school has 212 pupils on roll and is average in size.
- The school serves an area with a large proportion of social and economic wealth. It is in the least deprived quintile of all schools nationally in terms of deprivation.
- Pupils enter EYFS with varied abilities with the largest proportion being at average ability.
- English as a first language is 95.3% (National: 78.6% RBWM: 82%).
- The number of pupils entitled to pupil premium and Ever 6 funding is 19 (8.9%) and is below the national average (20.8% Jan 2021).
- 5 pupils (2.3%) have EHC Plans for learning difficulties, disabilities and additional needs which is below national average (3.7% Jan 2021).
- 38 pupils (17.9%) are on our SEN register. 33 do not have an EHCP (15.5%). This is above national average of 12.2% (Jan 2021).
- The gender ratio is boys: 49.5% and girls: 50.4%.
- Attendance target is 96%

Attendance

	Current year to date	Absence rate	Persistent absence	Authorised absences	Unauthorised absences
Holy Trinity	96.3%	3.7%	9.9% (incl non CSA) 8.7% (age 5-11)	3.3%	0.37%
National	95.1%	4.9%	(2021-22) 22.3%	3.5%	1.4%

Persistent Absence	Current year to date	2021-2022	2020-2021	2019-2020	2018-2019
Holy Trinity	8.7%	11.9%	6.6%	8.7%	8.2%
National	-	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 class teacher with TA support. 2 HLTAs & 1 pastoral support member form part of the TA team. There are currently 11 qualified teachers (including part time staff, the Headteacher and SENCo). 31 staff are employed by the school, some of which are part time (*this figure includes admin staff, the site manager and clerk to the Governors*). We have employed a qualified, experienced teacher (part-time) to deliver catch-up sessions for identified pupils across the school (started in September 2020 and continuing since).

Safeguarding, Health & Safety

There are four adults trained as Designated Safeguarding Leads (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

“I know there is nothing better for people than to do good and be happy.” Ecclesiastes 3:12

A shared vision was recently reviewed with all stakeholders, shared with all and implemented across the school (see front cover of this document). The school achieved 'outstanding' in SIAMS (Jan 2018) and the vision and values are embedded throughout. British values sit alongside Christian values to strengthen our SMSC learning and Religious Education. The four main areas of our vision focus on children, staff, the learning environment and community.

Curriculum & Community

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

Buildings and Premises

We are currently awaiting the commencement of roof repairs and have recently secured additional funding to extend the Staff car park as demand has outgrown its capacity. PTA raised funds to install an outdoor play structure for KS2 pupils. Work is underway with pupils to improve outdoor facilities for the future. PTA have agreed to raise funds towards this (an all weather running track).

Annual reports to Governors in addition to this report:

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

Points for Development from Ofsted June 2018 Inspection and Steps Taken

1. Ensure that the rise in persistent absence is addressed to ensure that no pupils are disadvantaged by poor attendance	<table><tr><th>Persistent Absence</th><th>Current year to date</th><th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th></tr><tr><td>Holy Trinity</td><td>9.9%</td><td>11.9%</td><td>6.6%</td><td>8.7%</td><td>8.2%</td></tr><tr><td>National</td><td>-</td><td>22.3%</td><td>12.1%</td><td>11.2%</td><td>10.1%</td></tr></table> • Persistent absence (less than 90%) currently: 9.9 % (RBWM 2022: 10% National: 22.3%) • Persistent absence is tracked termly and reported to Governors. • Report includes main reasons for absence including medical, SEMH, and holidays taken. • Is an agenda item in Heads Team Meetings. • Is an agenda item at all Governor Meetings. • Headteacher and Admin Officer work alongside EWO to offer support to families causing concern. • School works alongside EWO to send letters to families whose attendance is a concern. • Any pupils on part-time timetables are reported to EWO and reviewed half-termly by Headteacher and SENDCo • No term-time holidays are authorised. • Headteacher responds with a letter to all term-time requests. • Chair of Governors has written to parents on a number of occasions about the importance of good attendance and direct correlation with attainment. • Headteacher builds good relationships with families causing concern. • Is included on termly written reports to parents and highlighted if it is a concern. • Is included in weekly newsletter to parents. Next Steps: • Work with LA to ensure new attendance guidance is in place by Sept 2023. • Headteacher to meet with families at or below 90% for current term and expect improved attendance before end of next term. • Appoint an Attendance Lead to work closely with families and LA. • Appoint an attendance link Governor. • Governors to discuss process of issuing fines with LA. • Track attainment of pupils with poor attendance.	Persistent Absence	Current year to date	2021-2022	2020-2021	2019-2020	2018-2019	Holy Trinity	9.9%	11.9%	6.6%	8.7%	8.2%	National	-	22.3%	12.1%	11.2%	10.1%
Persistent Absence	Current year to date	2021-2022	2020-2021	2019-2020	2018-2019														
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2. Ensure that the school's curriculum is refined to deepen pupils' knowledge, understanding and skills across a wider range of subjects	• Subject Leaders appointed. • CDP for Subject Leads. • SDP focus on 3 subjects per year on a rolling programme to ensure embedded and consistent improvements across the school. • TDMs (Staff Meetings) closely linked to SDP to ensure focus and time for teachers to embed changes. • National Curriculum objectives covered in Holy Trinity Curriculum. Subject Leads choices reflect needs of HT pupils. • Leaders monitor all subjects closely to ensure pupils' skills, knowledge and understanding is planned for and taught consistently across the school. • Subject Leaders provide reports to Governors on a rolling termly programme to ensure Governors are aware of curriculum content. • Our website Curriculum page contains subject specific information regarding coverage of a wide range of subjects at Holy Trinity. • Foundation subjects (especially History and Geography) are linked closely with writing to ensure pupils are experiencing a wide curriculum with deeper understanding.																		

	• All subjects data tracked. • Subject leader monitoring feeds into SDP. • Parent questionnaire states 95.3% agree or strongly agree that a good range of subjects are taught. • Specialist PE provision. • Specialist Spanish in KS2 provision. • KAPOW scheme of work purchased for Art and Design. • Purple Mash scheme of work purchased and in place for Computing Next Steps: • Curriculum Review with LA to prioritise development points. • 'Essential Knowledge' being identified by leaders in all subjects to ensure pupil retention and understanding. • Planned repetition of previous skills and knowledge to check retention. • Investigate KAPOW schemes of work for other foundation subjects.																					
3. Ensure that pupils' progress in writing is further accelerated so that more pupils achieve the highest standard in writing, particularly middle-attaining pupils and most able.	• Writing attainment tracked for all and for identified groups. • The Write Stuff approach to teaching writing in place across Y2 – Y6. • CPD for teachers & TAs to deliver TWS. • Resources and training materials funded to deliver TWS. • Catch-up funding used to employ a tutor to focus on delivering additional writing sessions for identified pupils. • Arrange topics in the curriculum in the school year to be able to apply GPS skills taught later on in the year (especially history topic as this offers lots of writing opportunities for application of writing skills) • Writing is a focus target for Performance Appraisals (on-going). <table><tr><td></td><td>2017</td><td>2018</td><td>2019</td><td>2020</td><td>2021</td><td>2022</td></tr><tr><td>KS1 GDS writing</td><td>30%</td><td>33%</td><td>17%</td><td>27%</td><td>13%</td><td>13%</td></tr><tr><td>KS2 GDS writing</td><td>17%</td><td>27%</td><td>13%</td><td>13%</td><td>14%</td><td>10%</td></tr></table> Next Steps: • Continue to mitigate the impact school closure has had on the progress of writing by providing additional interventions in writing. • Provide parents with information about how TWS is delivered in lessons so that they are confident in supporting their children with writing. • Continue to track progress of groups in writing. • Opportunities for extended writing pieces in other curriculum subjects to be able to apply skills taught.		2017	2018	2019	2020	2021	2022	KS1 GDS writing	30%	33%	17%	27%	13%	13%	KS2 GDS writing	17%	27%	13%	13%	14%	10%
	2017	2018	2019	2020	2021	2022																
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School Development 2022-23

TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Autumn 1 2022	CORE SUBJECTS: to continue to deliver excellent learning opportunities that result in high standards of attainment. Embed 'The Write Stuff' approach to writing across the school. Continue to use Recovery Premium to provide interventions for identified pupils. BEHAVIOUR: To explore a consistent whole-school approach to managing behaviours. INTERNET SAFETY: To ensure pupils know how to keep themselves safe on-line. PHYSICAL & MENTAL HEALTH: To focus on pupil and staff wellbeing. To improve sport & PE provision. LIFE SKILLS: To continue to provide opportunities for pupils to develop their life skills, including mindfulness. DIVERSITY: To continue to plan opportunities and activities that provide exposure to diversity for all our pupils. OUTDOOR LEARNING: To further develop outdoor learning opportunities to deliver a creative curriculum. CURRICULUM EVIDENCE: To use Big Books to show evidence of learning in Music, RE and Computing Y1 – Y6.	Early Reading To ensure all pupils in EYFS & KS1 receive a high-quality phonics and Early Reading session that all staff delivering are confident in. Essential Letters and Sounds planning & resources used systematically. Impact will show teaching of phonics is faithful to one scheme throughout the school. Pupil attainment and application of phonics in writing is high.
Term 2 Autumn 2 2022		Religious Education: To ensure consistency and coverage in Religious Education curriculum and pupil assessment. Provide CPD for staff. Impact will show pupils' knowledge and understanding in RE is progressive and provides opportunities for deep thinking & learning. Assessment is robust and consistent.
Term 3 Spring 1 2023		Geography: To ensure consistency and coverage in Geography curriculum and pupil assessment. Provide CPD for staff. Impact will show pupils' knowledge and understanding in Geography is progressive and provides opportunities for deep thinking & learning. Assessment is robust and consistent.
Term 4 Spring 2 2023		Art: To ensure consistency and coverage in Art curriculum and pupil assessment. Provide CPD for staff. Impact will show pupils' knowledge and understanding in Art is progressive and provides opportunities for creativity and skill progression.
Term 5 Summer 1 2023		Writing: To further develop The Write Stuff approach to the teaching of writing. Ensure pupils have opportunities to apply skills taught in TWS lessons across the curriculum in extended pieces of independent writing. To ensure pupils have met identified non-negotiables for their age and timely intervention is in place if gaps are identified. Impact will show pupils are achieving ARE and planned interventions are effective.
Term 6 Summer 2 2023		Curriculum Review: To evaluate topics and curriculum coverage. Is it relevant and inspiring? Does it reflect the needs of Holy Trinity pupils? Impact will show curriculum design is bespoke to Holy Trinity and reflects the needs of our pupils and community.

QUALITY OF EDUCATION

Implementation: What have we accomplished since the last report?	Impact: How has this made improvement?	Intention: What are our next steps?
EYFS Provision		
- Impact of the Nuffield Early Language Intervention programme (NELI) in Reception was positive. - Successful transition for the 2022/23 cohort. - Reading materials are fit for purpose and match phonics teaching. - Training in new synthetic phonics programme Essential Letters and Sounds for all staff delivering the daily programme. - Statutory baseline assessments undertaken and submitted.	- New Reception pupils supported well to settle into Holy Trinity. - Staff delivering ELS are secure in their subject knowledge.	- Continue to provide NELI to provide intensive language and communication intervention for identified pupils in EYFS. - Arrange EYFS Cluster support - On-going monitoring and training support for ELS.
Writing		
- CPD in TWS on 2022-23 SDP. - English Subject Lead attending LA English Subject Lead meetings. - Local and national comparisons for writing attainment. - Writing lesson monitoring across the school.	- Writing is a main development focus throughout the school and remains high profile. - English Leader has a good grasp on standards and provision in the subject. - Lesson monitoring evidences high standards of teaching in writing and being applied across curriculum areas.	- Cluster moderation of writing in spring term. - Focus on current Y2 and Y3 writing progress. - Internal writing moderation. - Autumn term data harvest – track writing attainment of identified groups & pupils.
Phonics		
- Phonics attainment 2022 at Holy Trinity is higher than national and local averages. - EYFS and Y1 staff completed ELS training. - EYFS and Y1 parents invited to attend Phonics Information Evening to share new phonics approach. - EYFS and Y1 lesson monitoring of phonics.	- Pupils still in receipt of good phonics teaching. - EYFS and KS1 practitioners access to new phonics scheme and training online. - Pupils engaged in phonics learning. - Parents aware of new approach to teaching phonics and early reading.	- Continue daily intervention for 6 pupils in Y2 who have not achieved the expected standard in phonics. - Continue to share good practice within school for delivery of ELS. - Link with other schools using ELS to share good practice. - Analysis of progress in phonics at end of autumn.
CURRICULUM VISION		
- Website updating and on-going to reflect Holy Trinity curriculum. - CPD for subject leaders on Ofsted Deep Dives.	- 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. - Pupils are in receipt of a broad and balanced curriculum with a range of opportunities.	- All NC subject areas are explicit in explaining the vision for the subject and the curriculum as a whole. - Subject leaders are confident in curriculum choices and provision for their subject area.

		• Ensure parents have a shared understanding of the vision for Holy Trinity Curriculum. • Ensure our website reflects this vision and has clear areas for each NC subject. • Continue to provide time for subject leaders to prepare their vision documents for their subject area. • Ensure each NC area has end point identified for each unit in each year group.
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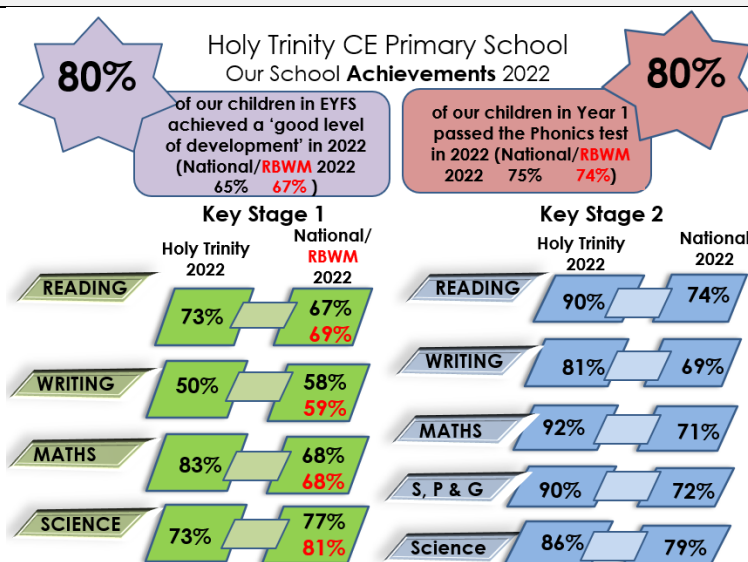
CURRICULUM IN ACTION

Trips and visits • Visits for the year planned in September • Y5 visit to Winchester Science Museum • Y3 visit to Butser Farm (History link) • Y2 visit from theatre company to enhance their history topic of The Great Fire of London	• Pupils have experienced a variety of enhancements to the curriculum to make the learning 'sticky'. • All pupils have been included to ensure all benefit. • Staff have sought enrichment trips/visitors in a variety of curriculum areas.	• Pupil voice – do pupils feel they are represented in our curriculum? • To continue to develop and monitor the use of Big Books for evidencing foundation subjects.
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CULTURAL CAPITAL/DEVELOPMENT

• Educational visits and experiences planned to offer opportunities to pupils. • Continued work with EWO and families for whom absence is a concern. • Continued to support families financially if in need. • Continued to expose pupils to other cultures and celebrate differences through curriculum delivery.	• Children and families have had access to school staff to be able to share concerns and continue to offer advice and support.	• Continue to track persistent absentees and plan & implement meaningful support. • Continue to plan educational visits and trips to provide our pupils with cultural and educational opportunities.
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ATTAINMENT



An experienced teacher employed to deliver the catch-up sessions in to Y2 and Y3 pupils one afternoon per week (using the Recovery Premium)	- Pupils identified have been in receipt of regular catch-up intervention (additional teaching in small groups.) Specific learning objectives have been identified by teachers and the catch-up teaching is highly focused. - Pupils' attainment has been negatively impacted by school closures (especially writing). - Pupil Progress Meetings – common barrier that has been identified by teachers is time to conduct planned interventions. Also negatively impacted by staffing absences.	- Adapt curriculum and teaching as necessary to continue to plug gaps in learning. - Attainment and progress analysed for identified groups that we are tracking carefully. - Review assessment procedures in Computing.
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BEHAVIOUR AND ATTITUDES		
Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
BULLYING AND DISCRIMINATION		
- Continue to encourage pupils to 'stand up and speak out' against any discrimination or bullying behaviours. 6 pupils in Y5 & Y6 participated in an Anti-Bullying workshop at The Marist. - Focus on ensuring all pupils know how to report a concern of child-on-child abuse or any other concern (Worry Boxes in classrooms/Pastoral Hub, talking to staff/parents)	- 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 that attended the Anti-Bullying Workshop to plan events and raise awareness in school via School Council. - Work alongside LA to review our Behaviour Policy in light of SEMH project/training. - Plan Anti-bullying week 14th – 18th November 2022. Theme – Reach Out
ATTENDANCE & PUNCTUALITY		
- Attendance since 01/09/22: 96.3% 3.4 % authorised absence 0.31% unauthorised absence - Requests for term-time holiday absence this half term: 27 requests (not total of days) 23 authorised (not yet CSA, medical, school visits, sport training, religious pilgrimage) 4 unauthorised requests (holidays). 14 days of lost education - Persistent absence (less than 90% attendance which equates	- Staff absence has negatively impacted other staff wellbeing. - The earlier start to the school day has had a positive impact on learning time.	- Continue to work with the EWO and families whose attendance is causing concern. Offer support where possible. - Continue to send letters of attendance concern to parents. - Engage with the LA on the ERSa programme (Emotionally Related School Avoidance) with a view to supporting identified pupils. - Receive confirmation from EWO/RBWM regarding

to missing 4 days or more this term): 21 pupils 9.9% This includes 2 pupils on a reduced timetable. Reception class have been badly affected by illness (9 of the above 21 are from Reception class). - Letters of concern around attendance sent to parents from Headteacher. - Letter to all parents around attendance and importance of good attendance. - EWO commented that our attendance is comparatively good. - Revised school start time of 8.30 – 8.45am has been successful.		government plans to issue absence fines to all unauthorised absences going forward. Appoint an attendance link Governor.
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PERSONAL DEVELOPMENT

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

- Provided opportunities for pupils to develop their confidence and public speaking skills for the Harvest Services - School values and vision discussed through CW and on-going. - Pupil Leaders in Y6 have taken on their roles and responsibilities. - Charters students are volunteering their time. - Digital Leaders are leading a weekly Computing Club. - Buddy system is in place for EYFS transition. - CDP for staff using the balance bikes with their class	- Y6 Pupil Leaders have grown in confidence and shown great leadership skills when organising and presenting to our school family and visitors. - Digital Leaders are supporting their peers in developing coding skills. They are leading the Club. - Our termly values were still discussed and explored through virtual Collective Worship promoting pupils' character development and understanding. - Pupils are exposed to discussions about tolerance and respect often. They have the chance to see others' views and show respect.	- Continue to develop the pupil leadership roles to provide opportunities for pupils to use personal skills and share ideas about how to shape/grow the role. - Explore opportunities for pupils to compete with cluster schools.
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PHYSICAL HEALTH

- KS2 Adventure Playground in place. - Plan for playtime activities to engage pupils. - Actively celebrating pupils sporting achievements outside of school in celebration assemblies, website and displayed in school. - Range of after/before School Clubs have gone ahead this	- 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.	- Investigate the possibility of an all-weather running track around the field. - Physical health elements of new RHSE curriculum to be secure. - Engage in Inter-Sport competitions and festivals with the local cluster. - Continue to promote the Daily Mile and the possible future all-weather track
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term to provide opportunities for pupils to develop their physical health. • Y6 NHS Height and Weight screening taken place • Wentworth Tennis coaches delivered a session to scout for talent; 6 pupils from HT selected to join tennis scholarship. • Y5/6 Rugby competition • Y5/6 boys football competition with St Michael's.		
MENTAL HEALTH		
• Teaching Staff workload survey conducted. • ELSA support is available for identified pupils. • Additional counselling support secured for identified pupils. • Performance Appraisal focus on staff wellbeing to offer opportunities to discuss any concerns. • Nurture Groups running in school.	• Points raised in staff survey to be included in SDP going forward • Staff are aware of the Staff Wellbeing Policy and how to seek support if needed (two staff members have accessed support when signposted to it and have found this support helpful). • Nurture Groups provide support to pupils with friendship/social interaction difficulties in a safe way.	• Monitor aspects of mental health in RHSE curriculum. • Continue to provide support for pupils as identified by class teachers/parents. • Utilise ERSA Toolkit and designated lead from LA to support identified pupils.
CHRISTIAN DISTINCTIVENESS		
• Appointed new Spiritual Leaders for 2022-23 & SIAMS Leader to engage them in plans and evaluation of Collective Worship. • Revd Jon has delivered Collective Worship in school in person! • RE leader attended training on assessment in RE. • RE leader produced child-centred knowledge organisers to aid assessment in RE. • Leavers' service in July was very well-attended and a great community service. • Harvest Services were well attended and food donations from the school were added to the community food bank.	• 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 to work with pupils to develop Prayer Spaces around school inside and out. • Familiarise ourselves with the recently published 'Guidance for Collective Worship' document to ensure we are at least compliant.

LEADERSHIP AND MANAGEMENT

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
LEADERSHIP		
- Staffing structure in place for September. - ECT continues to be well supported by her mentor. - SDP for 2022-23 in place. Contributed to by all subject leaders. - Teachers Performance Appraisal undertaken. - Supporting EYFS and Y1 in the delivery of new phonics scheme. - Managed high numbers staffing absences and continued to provide high-quality face-to-face education for all pupils. - Ongoing development of subject leaders to ensure every subject is well-led and managed. - Safeguarding is well managed and DSLs are all able to respond to needs as they arise. <u>Governance</u> - Roles and responsibilities of Governing Board linked to SDP priorities. - Governor Visits conducted in line with SDP. - Support and challenge for Headteacher including Headteacher's Performance Appraisal. - Working party set up to explore academisation. - New staff Governor appointed.	- Staff supported and developed in their roles (see CPD record). - School Leaders accessible to all staff for support. <u>Governance</u> - All scheduled meetings have gone ahead providing strategic direction and support to the leadership. - Governor training has continued virtually/in person to ensure all governors are fulfilling their roles. - Governor biographies ensure transparency and inform parents/prospective parents of the role of the governors in the leadership of the school. - Governor visits linked to SDP and actions from previous visits are on-going monitoring and challenge. - Headteacher feels fully supported by Governing Board to deliver SDP and fulfil responsibilities.	- Ensure subject leaders have sufficient time to fulfil their responsibilities. - Continue to seek and provide high-quality CPD for subject leaders. - Produce SDP for 2022-2023 - Implement monitoring programme incorporating Subject Leader time. <u>Governance</u> - Continue to plan Governor visits linked to SDP and actions from previous visits. - Continue to attend training. - Explore the options of academisation as set out in the White Paper.
FINANCE		
212 pupils on roll for census. - KS2 Adventure Playground completed. - External Clubs invoiced as per Lettings Policy. - Parish Council funding offer made for car park extension. - Renewal of interactive technology in classrooms. 3	- Pupils enjoying their new play area. - Recovery Premium (Catch-up funding) being used well to benefit identified pupils that have been disadvantaged due to school closure. - Budget reflects upcoming reduction in pupil numbers and plans for it accordingly.	- Pursue the set-up of a school credit card. - Staffing car park extension funding conditions to be explored with insurance company. - Ensure any outstanding actions on Health and Safety action plan are actioned in a timely manner.

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- x classrooms replaced - rolling programme going forward. - TA Plan for altered TA contracts in light of The White Paper 23.5hr school week. - Roof repairs part funded by diocese.	Classroom technology fit for purpose.	- Plan on appropriate spending of Recovery Premium 2022-23 (approx. £2K) - Explore financial implications of becoming an academy. - Explore costs/funding for hall refurbishments. - Phase 2 roof repairs - Continue to budget carefully to accommodate drop in funding from April 2023.
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SAFEGUARDING

(See also Annual Safeguarding Report to Governors)

- All safeguarding information transferred to new schools for pupils who transitioned to new schools. - All safeguarding policies and procedures updated to reflect KCSIE changes. - New staff received safeguarding induction. - All staff received safeguarding training from LA. - Low Level concerns of staff conduct reporting procedures formulated and shared with staff. Included in Whistleblowing Policy. - Annual Safeguarding Audit complete. - Governors safeguarding visit conducted including SCR check. - On-going update meetings with DSLs in school taking place to ensure transparency and support. - DSLs undertaking work to support families. We currently have one family on a Child Protection plan. - Concerns are reported in a timely manner to AfC. - DSLs attended LA DSL training.	- 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.	- Purchase online safeguarding reporting facility: CPOMS. - LA to visit to conduct Safeguarding Audit. To focus on record keeping.
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STAFF

- Performance Appraisal for teachers complete. - Continued to provide support and monitor progress of ECT. - Navigated high numbers of staff absence. - See training log for on-going CPD.	- 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.	- Continue to provide CDP for subject leaders. - Monitor staff absence closely to track impact on pupil support interventions taking place. Also impact on staff in school covering for absence of colleagues. - Induct new Y2 teacher.
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• Office staff Performance Appraisal conducted. • TA Performance Appraisals conducted. • Y2 maternity leave appointment made. • 1 x F/T TA appointed to support high needs pupil. • Additional ELSA provision – child counselling in place.		
STAFF WELLBEING		
• Focus placed on staff wellbeing during Performance Appraisal discussions and target setting process. • Continued to signpost staff to support if needed. • Teacher workload survey completed.	• 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.	• Review staff workload as a result of questionnaire – Heads Team to explore policies and practices. • SMHL to follow on actions resulting from staff mental health survey.

Holy Trinity CE Primary School
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Reports from Assistant Headteachers

Mrs Carmel Barnes		
Key responsibilities: • SIAMS • RE • Collective Worship • Mental Health Lead • Safeguarding & Child Protection (DSL) • Performance Appraisal • MFL and Music		
Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
• Investigate ways of giving staff teams time together in the school day. • Vision statement more visible around school and on home page of website. Display board of children Living our Vision commenced. • Build Spiritual Leaders Team for 2022_2023 • SIAMS focus: To lead HT through preparing and developing our SEF. • RE HUGG and SDP completed. Knowledge Organisers (KO) created for Autumn 1 and Autumn 2 units across the whole school. • Performance Appraisal of Teachers • Analysed data after First Term of new phonics scheme. • Continue to support families experiencing difficulties through DSL role. • Welcomed onto the Governing Board as Staff Governor.	• Introduction of new start time has allowed time before school day to talk with Teams. A rota system is in place for CW to allow teams to get together or allow for interventions. Additional KS meetings as part of TDM and subject leadership. • Living our vision award was established last year to nominate one person in each class who has lived our vision. • Spiritual Leaders are enthusiastic with lots of ideas. They were visible during our Harvest Services and led us in prayer. Their goals for the year include – updating the church's season wheel and celebrating children's work, our faiths in school and different prayer spots around the school. • All stakeholders are part of our vision. CB focus on 4 strands this year with support from Marion Standing (School Link Adviser from Diocese) scheduled Summer 1 2023 to work on completing SEF. • Performance Appraisal of teachers complete. • Phonics scheme is robust and rigorous and assessment process was easy with the app. Data highlighted graphemes that required review and interventions identified and supported through TA/Teacher input. • RE audit undertaken with teachers to formalise next steps. Highlights ○ 70% confident on subject knowledge ○ Additional subject knowledge required for other faiths. ○ Understanding Christianity units still of concern so hoping KO will support staff I have encouraged staff to read around the subject as they would a normal core subject. ○ Leadership and Vision are strong across the school with some confusion over motto, vision, values. ○ God's planet workshop was well received and enjoyed.	• Review at TDM and TA meeting to see if communication has improved. • Evaluate cost of vinyl sticker sharing vision statement in all classrooms. • Continue to celebrate and display children's learning in RE. • Spiritual Leaders to create seasons wheel with collage. • SIAMS to create SEF creatively (excellence on a page). Work through Strands 6/7 RE and CW, Strand 3 – Character Development of pupils and Strand 3 – Community and Living Well Together. • Class CW to be re-introduced Spring 2023 with parents welcomed. • RE – Marion Standing to lead TDM on RE and focus on robust assessment. Provide KO for Spring and Summer Terms. • Continue to assess impact of new phonics scheme.

Stacey Harding

- School Council
- PTA link
- TA Lead
- English Lead
- P.E. and School Sports Lead
- Student Placements
- Performance Appraisal
- DDSL
- KS2 Team Lead
- 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?
School Council Meetings - Councillors spoke to classes about P.E. / playground equipment to purchase with money from Nerys Pearce sponsored event. - New councillor elections took place. New school councillors welcomed. Spoke to each about their aims. - Councillors spoke to classes about what they might like in the Happy Hub. - Councillors discussed ideas for raising money for the NSPCC.	- Pupils feel involved in decisions that matter to them. - If pupils have a say in what equipment they would like, they are more likely to look after it. - Each new councillor's aims are displayed on the School Council board for the whole school community to see. - Councillors spoke in classes about our next big project – the weather-proof running track around the edge of the field. The whole school community is now aware.	- Continue with School Council meetings. - Finalise arrangements for NSPCC fundraising event – spring term? - School Council to discuss other charities they may wish to support with classes. - Organise school council trip.
- PTA meetings attended - ideas for Christmas fair discussed. - PTA approved funds for new spelling program – Spelling Shed.	- PTA Christmas fair brings the whole school community together: pupils, parents, staff and local businesses. - A consistent spelling approach in years 2 – 6.	- Continue to attend meetings and liaise with PTA on future fundraising events. - Review impact of Spelling Shed on pupils' learning and teachers' workload.
- TA meetings – discussed timetables, procedures etc. - Individual conversations with TAs about concerns / staffing etc. Support given.	- New TAs aware of procedures and protocol. - TAs voice concerns / ideas to improve lunch / break times. They supervise and are at forefront so need to feel listened to. - 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.
Organised subject leadership time for Maths, Computing, Geography/History, Phonics and English leaders.	- Time allowed new subject leaders to familiarise themselves with subjects and some handover done. - Time allowed others to observe subject, especially where a new initiative has been introduced, i.e. phonics, or time to review work last year and think about plans for this academic year.	Look at how subject leadership time can be planned in / given now that the additional teacher has gone on maternity leave.
- Liaised with vice / house captains on leading teams in KS2 Rounders competition in summer term. - Liaised with new house / vice captains on leading teams in Y5/6 Tag Rugby competition in October. - The majority of the equipment purchased with the Nerys	- Leadership development for year 6 pupils ahead of heading to Secondary School where they may complete leadership requirements as part of subjects studied. - Sense of community – older children leading, encouraging younger ones; acting as role models. - New equipment welcomed by pupils – scooter boards huge	- Y5/6 house football tournament to run before Christmas. - Y5/6 girls football match against St. Michael's. - Continue to liaise with staff at different schools to arrange inter-school fixtures and competitions for different year groups.

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Pearce sponsored event funds has been delivered. This is P.E. equipment and playground equipment. - Run netball club. - Analysis of pupils attending sports clubs last academic year: 70% of KS1 pupils and 69% of KS2 pupils attended at least one sports club; 62% of KS2 girls attended at least one sports club. - Organisation of year 5 & 6 football trials. Team was selected by Magpies coaches. First matches played against St. Michael's.	success at playtimes! A greater variety of equipment engages pupils, making playtimes happier for most. - KS2 Netball club well-attended, and former pupil from Charters helping for her DoE, maintaining good links with Charters. - Excellent attendance of sports clubs last year demonstrates pupils' positive attitudes towards exercise, healthy lifestyles and competitive sport. Percentages have recovered after Covid impacted clubs / places we could offer. - Two teams fielded for St. Michael's football matches, giving opportunity for pupils who were unsuccessful in the trials – reinforcing aim to increase participation for all.	- Continue to liaise with office staff and outside agencies concerning extra-curricular sports clubs. - Continue to increase participation in extra-curricular sports clubs, look at groups attending i.e. gender, pupil premium.
- TWS training on inset day – September 2022. - Sentence Stacker break downs competed and emailed to teachers. - New spelling program bought in – Spelling Shed. - Set dates for Writing Workshops for parents in years 2 – 6.	- Provided reminder for teachers on Sentence Stacker element of TWS. - Sentence Stacker breakdowns help teachers to plan grammar and punctuation lessons into TWS units. - Spelling Shed provides consistent spelling approach in years 2 – 6 with planning & resources. - Workshops will provide communication with parents on how their children are taught writing.	- Continue to write Sentence Stacker breakdowns for next term. - Review impact of Spelling Shed on pupils' learning and teachers' workload. - Writing Wall of Fame to be updated half termly and pieces of work celebrated on website. - Review how the library can be used by more pupils this year. - Complete yearly English planning. - Writing workshop to take place. Ask for parental feedback.
- Analysis of catch-up funding intervention groups years 1- 6 from last academic year. - Filled out DfE questionnaire about catch-up funding. - Organisation of writing and phonics intervention groups for years 1, 2 & 3 in autumn term 1. - Organisation of writing intervention groups for years 2 & 3 in autumn term 2.	KS2 headlines – catch up intervention groups from last academic year. 100% pupils made expected progress in SPaG in years 3 & 6. 100% pupils made expected progress in writing in years 4 and 5. - Targeting of pupils who need specialist support with writing.	- Interventions groups with specialist tutor to begin after half term. - Monitor impact of these intervention groups.
- Input data into De-tracker. - Progress and Attainment document completed.	- Analysis allows groups to be identified for intervention. - Analysis allows for trends to be identified and targets set.	- First data collection of the year. - Review assessment practices.
Applied for Local School Nature Grant over summer holiday. Notified of success in September.	£500 worth of gardening and cooking equipment and training for staff.	- Awaiting training and seeds. - Eco-committee to be formed.

SEND Report

SEND & INCLUSION – November 2022

SENCo – Mrs Fiona Fargher

(See also SEND Annual Report to Governors November 2022)

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
- Carefully deployed staff to match skills and expertise with specific pupils where possible - Continued access to SENCo forums and meetings to share good practice - Ongoing liaison with external professionals such as SALT, OT, Educational Psychologist, Shine Team to support pupils effectively - Several referrals to CAMHS for Autism and ADHD assessments - Continued support for parents and sharing of information such as workshops and courses. - Pupil progress meetings and SEND data reviews enable identification of support needs for individual pupils - Liaison with RBWM continues for EHCP pupils to consider appropriate settings - Continue to prioritise pupils for emotional literacy support from ELSA. - Securing of counselling through Number 22 for increased support of our most vulnerable pupils - Boxall Profile online system has been used to set targets for some pupils accessing ELSA - Sharing of Boxall information between settings (ie receiving and transferring schools) where they have been completed - Transition has been carefully planned for one pupil joining from a specialist setting 2 EHCP pupils are supported on a reduced timetable - A new, consistent approach to recording interventions across the school - Production of 'One page pupil profiles' for those on the SEN register - Familiarisation of the Emotional Resilience School Avoidance (ERSA) toolkit as needed - Continued referral to Early Help to secure support from Getting Help Team for pupils with specific mental health needs	- One of our ELKLAN TAs is delivering speech and language across the school so has a good overview of progress and can liaise directly with SENCo and NHS SALT team. - This TA is also delivering most of the Occupational Therapy (OT) and sensory circuit sessions to identified pupils within the school - High needs pupils receive support from familiar adults as they move through the school with careful transitions - Pupils' needs continue to be monitored so that intervention is appropriate to maximise progress. - Continued communication with parents ensures they know their concerns are being heard and addressed. Support for parents ensures that they are in a better position to help their children. - Continued liaison with external professionals, including referrals, means that pupils receive appropriate support at the earliest opportunity. - Boxall profiling enables identification of specific, measurable targets to be set for specific pupils. - Formal counselling from Number 22 for identified pupils is essential for their wellbeing and mental health - As interventions are logged for each pupil on the SEND register, this provides evidence of support and helps to identify gaps in provision which can then be addressed 'One page pupil profiles' ensures pupil voice is heard in line with Code of Practice. - Application of ERSA strategies can minimise risks of school refusal - Specific mental health support sought for pupils with anxiety should reduce risk of school avoidance and improve performance.	- Continue to review pupil needs and consider deployment of staff to ensure the best support for pupils - Continue to review training needs of all staff so that they are confident in supporting pupils with SEND. - Continue to share appropriate resources with all teaching staff - Continue to review pupil progress and ensure that intervention and support is put in place as early as possible. - Progress with new EHCP Needs Assessments as appropriate and continue to challenge funding and / or placements for those with EHCPs. - Extend Boxall profiling for all pupils with social and emotional needs; set targets and share with class teachers; review (and repeat) Boxall profiles so that progress can be monitored - Deliver whole school SEND training through sharing 'Collaborative Responsibilities' session with class teachers - Monitor the recording of interventions across the school and respond to feedback to ensure it is a workable system - Monitor the impact of counselling from 'Number 22' - Introduce 'Yoga Bugs' across the school to promote positive wellbeing in all pupils and especially those with SEND - Ensure that when staff absences impact on interventions and support for pupils, this is recorded.

Curriculum Subjects Focus

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

Mathematics

At Holy Trinity, we aim not only develop the mathematical skills and understanding required for later life, but also an enthusiasm, enjoyment and fascination about mathematics itself. We have high expectations that every child will enjoy and be successful in mathematics. We aim to increase confidence in mathematics so pupils are able to express themselves and their ideas using mathematical language. We recognize the importance of creating a supportive environment where children are given the opportunities to respond to high levels of expectation and challenge as well as developing their independence.

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

- Develop a sense of enjoyment and curiosity about mathematics
- Become fluent in the basics of mathematics
- Develop the ability to recall and apply knowledge quickly and accurately
- Reason mathematically using mathematical language
- Apply their mathematics to solve problems

Implementation of the mathematics Curriculum at Holy Trinity

We follow the **White Rose scheme of work** from Y1 onwards.

We recognise the importance of developing a balance of:

- Number fluency
- Reasoning
- Problem solving

We continually aim to embed these three main areas into every lesson and give pupils opportunities to make links between mathematical ideas. Pupils regularly practise fluency skills in a range of different ways.

EYFS pupils use:

- Rhymes, songs and chanting
- Games
- Create and represent number patterns using mathematical equipment, models and images and natural resources from forest school
- Bugs and buttons

KS1 pupils use:

- Rhymes, songs and chanting
- Games
- Create and represent number patterns using mathematical equipment, models and images and natural resources from forest school
- Athletics and hit the button
- Times tables rock stars
- Step maths
- Arithmetic practice

KS2 pupils use:

- Songs, raps and chanting
- Games
- Create and represent number patterns using mathematical equipment, models and images
- Athletics and hit the button
- Times tables rock stars
- Step maths
- Weekly arithmetic practice

At Holy Trinity, we believe that no ceiling should ever be put on a pupil's learning potential, therefore we differentiate lessons using our whole school approach 'Going for Gold'. Pupils are encouraged to choose their own level which encourages independence and resilience. We aim to develop meaningful and creative links across other curriculum subjects and for pupils to be able to apply and practice their mathematical skills in a range of different ways.

Pupils' achievements are recognised through certificates and badges in assembly. Pupils regularly take part in Math's competitions, building their confidence and raising the status of mathematics within the school.

The Impact of the mathematics Curriculum at Holy Trinity

- Enthusiasm and enjoyment of the mathematics curriculum promotes confidence and achievement
- Pupils will be resilient and will have the skills to learn from their mistakes
- Pupils will leave Holy Trinity confident in their mathematical skills and the ability to apply this to reason and solve problems
- Pupils will be fluent in all basic skills
- Challenge, interventions and time taken ensures a higher level of pupils attaining greater depth

How Does Mathematics fit in to our school vision?

To be an inspirational place of learning where:

Vision statement:	Mathematics links/actions:
We facilitate opportunities so every child can flourish in a place where they feel safe, happy and confident. 	• Reward pupils in class and assemblies for achievements in mathematics • 'Going for Gold' approach encourages independence, challenge, resilience and self-confidence • Offer calculation workshops to all parents • Provide parents with calculation videos and links to resources via our class webpage • Continue with regular number fluency work to develop pupil's confidence
 Staff wellbeing and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal fulfilment.	• Provide further opportunities for staff to discuss the mathematics curriculum and share best practice • Provide CPD for staff in mathematics • Provide and point staff towards high quality resources • Explore further teaching resources to reduce workload
The school provides facilities that enable an optimum learning environment. 	• Ensure pupils have access to high quality resources • Ensure resources are suitable for age/ needs of pupils • Be aware of new mathematical resources that would engage and inspire pupils • Keep up to date with the latest apps/ websites to support learning
The school plays a central role within our community and enjoys strong links with the church, local companies and other schools. 	• Continue link with local cluster for moderating/ training etc • Continue to enter Math's competitions (Maidenhead Rotary Club and The Marist etc) • Continue link with Ascot Race- course for mathematics days • Link with Charters to enquire about resources/ specialised teaching • Forge links with other mathematics subject leaders across the local cluster

Religious Education

Our curriculum **intent for Religious Education** is that every child will:

- Develop knowledge and understanding of Christianity as a diverse global living faith through the exploration of core beliefs and the 5 World's principal religions (Christianity, Sikhism, Islam, Hinduism and Judaism).
- Engage with challenging questions about the meaning and purpose of life, beliefs, self, issues of right and wrong, commitment and belonging.
- Encourage pupils to explore their own beliefs and spiritual development
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Develop respect for others, including people with different faiths and beliefs and help to challenge prejudice.

Holy Trinity is committed to ensuring all children have full access to a high-quality religious education to meet the statutory requirements for all state funded schools to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focusing on the teaching of Jesus Christ and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and world views built on fostering respect for others.

Implementation of the RE Curriculum at Holy Trinity

The Curriculum combines aspects of **Discovery RE** and **Understanding Christianity** which brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. RE is taught weekly and devotes 10% of learning time.

Pupils Study:

Year 1 – Christianity and Judaism
Year 2 – Christianity and Islam
Year 3 – Christianity and Hinduism
Year 4 – Christianity and Judaism
Year 5 – Christianity and Sikhism
Year 6 – Christianity and Islam

Religious Education is enquiry based where the children learn skills of investigation, empathy and the ability to express concepts and practices through a range of media.

The Impact of the RE Curriculum at Holy Trinity

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills as displayed in our Big RE book and displays around the school.

At Holy Trinity Primary School, we seek to ensure that all pupils are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves, others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing modern world.

How Does RE fit in to our school vision?

To be an inspirational place of learning where:

Vision statement:	RE links/actions:
We facilitate opportunities so every child can flourish in a place where they feel safe, happy and confident. 	• Pupil voice is heard through the Spiritual Leaders and through whole school/Key Stage or class collective worship.. • Ensure trips, visits to places of worship and visitors, theatre groups are planned in every year group to inspire learning • Offer learning opportunities to enable children to make connections and explore an in-depth curriculum • Share examples of learning and achievement within the school through displays, photos, work samples as well as celebrating achievements with families on the school website and in the newsletter

Staff wellbeing and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal fulfilment. 	• Provide CPD for staff in understanding Christianity and other world religions. • Termly knowledge organisers are provided to identify 'sticky knowledge' required for the unit. • Ensure resources are available and of a high standard to enable staff to undertake their job effectively and efficiently
The school provides facilities that enable an optimum learning environment. 	• RE displays are an embedded part of our school environment • Ensure children's work is celebrated and shared throughout all available platforms: RE big book, classrooms, corridors, communal areas in school, through topic books, on the website, in home learning projects etc • Monthly prayer meetings with Reverend Jon • Trips to Holy Trinity Church for RE lessons • Well maintained spiritual garden an area for reflection and prayer.
The school plays a central role within our community and enjoys strong links with the church, local companies and other schools. 	• Support the local community and charities (Trussell Foodbank). • Forge links with other RE subject leaders across the local cluster and diocesan network.

Science

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

- Be curious about the world around them and ask questions about scientific phenomenon
- Develop their own ideas and understanding in order to make sense of the world we live in
- Develop and acquire the scientific knowledge needed to understand the wider uses and implications of science in the world today
- Have opportunities to work practically, using scientific equipment which is appropriate to their age
- Have opportunities to meet real scientists who can share their knowledge and love of the subject

Implementation of the Science Curriculum at Holy Trinity

Holy Trinity is committed to ensuring all children have full access to a high-quality science education. This includes not just learning scientific knowledge, but also learning to work in a scientific manner. We have a range of scientific resources to support children in their learning, but also have links with Charters School, whose science department loan us their equipment too. The school also makes good use of our extensive outdoor grounds to give children opportunities to explore practical, real life science, whether it is learning about plants and animals or forces! Our topic curriculum allows for meaningful Science links to be made across other subjects.

The **Impact** of the Science Curriculum at Holy Trinity

Children have developed an enthusiasm and curiosity for the world we live and are confident to question and make scientific enquiries to find answers and solutions. During their time at Holy Trinity, children have confidently been engaged and enjoyed science lessons that have been progressive, diverse and have continued to build on essential knowledge.

The Curriculum is largely focused around 4 key areas:

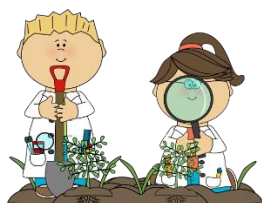
	KS1	Lower KS2	Upper KS2
Working scientifically	• Making predictions • Asking and answering scientific questions • Making close observations • Identifying and classifying materials, animals, plants etc. • Performing simple tests • Gathering and recording data	• Asking and answering relevant questions • Setting up practical enquiries, comparative and fair tests. • Making systematic and careful observations • Take accurate measurements • Recording data using drawings, diagrams, bar charts and tables • Using scientific equipment such as thermometers, data loggers • Making explanations based on findings and observations • Using correct scientific language • Identifying similarities and differences and changes • Can use scientific evidence to answer questions	• Plan their own scientific enquiries in order to answer a question • Take accurate measurements using scientific equipment • Record increasingly complex data using tables, bar charts, scatter graphs and line graphs • Use test results to set up further tests • Consider reliability of results
Biology	• Types of animals • Parts of animals (including humans) • Feeding and exercise • Habitats • Plants and growing	• How animals (including humans) move and feed • Human nutrition • Grouping living things • Parts of a plant • What plants need	• Life cycles • Human bodies (circulation, transport of water and nutrients) • Classifying living things
Chemistry	• Comparing materials • Identifying materials • Uses of materials • Pushes and pulls	• Rocks and soils • Changes of state, including the water cycle	• Properties of materials, including thermal and electrical conductors • Separating mixtures • Changes of state (liquid to a gas etc)
Physics	• Changing seasons	• Electricity • Sound • Magnets and forces • Light and shadow	• Earth and space • Forces • Changing electrical circuits • Light and sight

How Does Science fit in to our school vision?

To be an inspirational place of learning where:

Vision statement:	Science links/actions:
We facilitate opportunities so every child can flourish in a place where they feel safe, happy and confident. 	• Ensure that staff are well supported in understanding the need for safe practice, especially in practical science lessons. • Ensure that the equipment and technology that is used is off a high standard and that children use equipment which is appropriate for the age and level of scientific working
Staff wellbeing and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal fulfilment. 	• Provide CPD for staff in science National Curriculum • Staff introduced to new planning (TAPs) and Enquiry (Explorify) documents. • Ensure resources are available and of a high standard to allow teachers and other staff to teach high quality science lessons • Use specialist agencies to enhance our science curriculum and provide ideas for enriching lessons.

The school provides facilities that enable an optimum learning environment.



- Ensure pupils have access to high quality scientific equipment
- Ensure pupils have access to the excellent outdoor learning environment we have at Holy Trinity Primary School
- Be aware of new technologies that would engage and inspire pupils

The school plays a central role within our community and enjoys strong links with the church, local companies and other schools.



- Approach local companies to offer sponsorship/funding for the purchase of new equipment
- Explore new ideas for trips and visitors within and from the local community who can support with the science curriculum
- Link with Charters and The Marist to enquire about support from students/with resources and learning
- Link with Charters maintained to continue to loan of scientific equipment
- Forge links with other Science subject leaders across the local cluster
- Organise science events and days within the local cluster

Statistical Data

Number on roll - 212

Below is a chart showing the number of pupils for week ending – 21/10/2022

Year Group	Number on roll	Boys	Girls
Reception	30	14	16
Year 1	30	11	19
Year 2	31	17	14
Year 3	30	14	16
Year 4	30	18	12
Year 5	31	19	12
Year 6	30	12	18
TOTAL	212	105	107

First Language

Albanian	Bengali	Bulgarian	Chinese	Chinese (Mandarin)	English	Lithuanian	Panjabi	Polish	Refused	Spanish
1 (0.47%)	1 (0.47%)	1 (0.47%)	1 (0.47%)	1 (0.47%)	202 (95.3%)	1 (0.47%)	1 (0.47%)	1 (0.47%)	1 (0.47%)	1 (0.47%)

Ethnicity

Bangladeshi	Black & any other Ethnic Group	Chinese + Any Other Ethnic Group	Filipino	Indian	Other Asian	Other Ethnic Group	Other Mixed Background	Other Pakistani
2 (0.94%)	1 (0.47%)	1 (0.47%)	2 (0.94%)	8 (3.77%)	1 (0.47%)	1 (0.47%)	3 (1.4%)	3 (1.4%)
Other White British	Refused	Sri Lankan Sinhalese	White English	White Irish	White & Any Other Asian Background	White and any other Ethnic Group	White & Black African	White & Black Caribbean
7 (3.3%)	1 (0.47%)	1 (0.47%)	141 (66.5%)	2 (0.94%)	7 (3.3%)	7 (3.3%)	1 (0.47%)	3 (1.4%)
White & Chinese	White & Indian	White Eastern European	White European	White Other	White Western European			
2 (0.94%)	1 (0.47%)	2 (0.94%)	5 (2.6%)	4 (1.9%)	6 (2.8%)			

Religion

Anglican	Buddhist	Christian	Church of England	Church of Ireland	Hindu	Jewish	Methodist
5 (2.35%)	2 (.94%)	49 (23.1%)	53 (25%)	3 (1.4%)	3 (1.4%)	1 (0.47%)	1 (0.47%)
Muslim	No Religion	Other Religion	Refused	Roman Catholic	Sikh		
7 (3.3%)	50 (23.5%)	3 (1.4%)	9 (4.2%)	19 (9%)	7 (3.3%)		

Special Educational Needs & Disabilities

Pupil Premium

Term	SEN Support	EHCP	Year	Ever 6 pupil number	FSM pupil number	Looked after and adopted	Pupil Premium pupils total
Autumn 2022	29	5	Autumn 2022	0	17	2	19

Attendance

Attendance		Target 2022-23: 96%	
Whole School End of Year	Pupil Attendance %	Pupil Attendance %	01/09/22 – 14/10/2022
		Class	
Sept 2012 – July 2013	95.7%	EYFS	92.3%
Sept 2013 – July 2014	96.6%	Year 1	98.3%
Sept 2014 – July 2015	96.8%	Year 2	96.8%
Sept 2015 – July 2016	97.1%	Year 3	97.8%
Sept 2016 – July 2017	96.9%	Year 4	95.9%
Sept 2017 – July 2018	96.6%	Year 5	95.6%
Sept 2018 – July 2019	96.5%	Year 6	97.4%
Sept 2019 – July 2020	95.3%	TOTAL (Whole School) 96.3%	
Sept 2020 – July 2021	96.7%		
Sept 2021 – July 2022	94.09		

Staff CPD training

Autumn Term 2022			
Date	Staff	Course/training	Lead/provider
During August	2 x teachers	ELS	ELS online (OUP)
02/09/22	7 x TAs + 5 teachers	ELS	ELS online (OUP)
On-going	1 x TA	Level 3 TA Training	The Learning College (online)
01 & 02/09/22	Class Teachers	Subject Leader Role	Headteacher
13/09/22	All staff	Basic Safeguarding Training	AfC
20/09/22 and on-going throughout the year	1 x ECT, 1 x ECT Mentor, 1 x ECT Induction Tutor	ECT Year 2	UCL
21/09/22	Headteacher	School Self-Evaluation	Berkshire Hub
27/09/22	Class Teachers	OFSTED Deep Dives – Subject Leader	AfC
28/09/22	SENCO	SEMH Network	AfC
03/10/22	2 x class teachers	KS2 Developing Writing	CJS
03 & 05/10/22	Admin Officer	Arbor Training	Arbor
10/10/22	DSL	AfC Annual Safeguarding Conference	AfC
12/10/22	Bursar	Bursar Support	AfC
14/10/22	Headteacher	Education Leadership Forum	AfC
17/10/22	History & Geography Lead	Leading History and Geography	CJS
31/10/22	Class Teachers	Subject Leader Role	Headteacher
03/11/22	Subject Leaders	Curriculum Review	AfC
07/11/22	DSLs	DSL Network	AfC
08/11/22	Science Lead	Leading Science	CJS
09/11/22	English Lead	English Lead Network	AfC
10&11/11/22	Headteacher + 1 x Assistant Headteacher	Headteacher Conference	AfC
15/11/22	Class Teachers	Writing Moderation	English Lead

Record of Governor Training/Courses Attended 2022/2023

Date	Governor	Course/Training	Lead/Location
Autumn 2022			
20/10/22	Tim Fettes Aileen Boaler	Educational Visits - governance training & briefing session	AfC
02/11/22	Jo Steel	New Governors Induction Part 4 – Safeguarding the Governors Role	AfC – Homer First School

Staffing

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

Staff Absence	Sept 22 – Nov 22	Full Year 2021-2022	Full Year 2020-2021	Sept - March 2019-2020	Full year 2018-2019	Full Year 2017-18	Full Year 2016-2017	Full year 2015-2016
Teachers (9.6)	11	176	54	22.5	60	28	43	8
Teaching Assistants (11.5)	17.5 + 35 long term absence	163	243.5	72	156.5	74	53	91.5
Non-teaching (3)	0	19	91	1	4.5	6	18	37
TOTAL	63.5 days	358 days	388.5 days	95.5 days	221 days	108 days	114 days	136.5 days

Behaviour and Incident reporting (since the last report)

- There have been 0 fixed term suspensions or permanent exclusions this year.
- We have no incidents of racist behaviour to report.

Health and Safety & GDPR

- Our move to Arbor pupil management system complete and GDPR compliant
- External fence repair to external boundary underway
- Roof repair Phase 1 underway
- Asbestos audit to be undertaken

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 KS1 and KS2 June 2022.

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

EYFS 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

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?
20/10/22	Aileen Boaler Maths Link	Maths	Michelle Wallbanks & Lizzie Neale (Maths Leads)	(awaiting report)	•
05/10/22	Revd. Jon Hutchinson and Dr Dolapo Ogunbawo	Safeguarding	Jo Griffith DSL	- Feedback from LA Safeguarding Review that will take place on 18/01/23 - Termly Safeguarding visit from Safeguarding Governors	•

Policies reviewed this term

Standards and Curriculum Committee
Forest School Policy
SEND Information Report
SEND Policy
Remote Learning Policy
Finance and Resources Committee
Expenses Claims Policy
Whistleblowing Policy
Sports Premium Statement
Governing Board
Instrument of Governance
Safeguarding and Child Protection Policy

Conclusion

This term, like most has been busy with the business of learning.

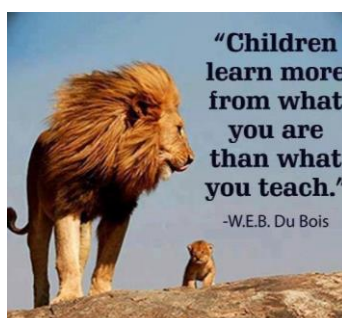
We have put a real focus on ensuring that our vision 'to do good and be happy' is known and understood by all.

Our relentless focus is finding ways to continually improve Holy Trinity for our children, parents and staff. This can be challenging when faced with rising costs and a diminishing budget. But we remain positive!

Thank you to all those team members who have contributed to this report.

Jo Griffith

Mrs Jo Griffith
Headteacher



GLOSSARY

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

Holy Trinity CE Primary School
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P4C	Philosophy for Children
PE	Physical Education
PPF/G	Pupil Premium Fund/Grant
PSHE	Personal, Social & Health Education
PTA	Parent and Teacher Association
RBA	Reception Baseline Assessment
RBWM	Royal Borough of Windsor and Maidenhead
RE	Religious Education
RHE	Relationships and Health Education
SALT	Speech and Language Therapy
SATs	Standard Assessment Tasks and Tests
SCARF	Safety, Caring, Achievement, Resilience, Friendship (on-line teaching resource for PSHE)
SCR	Single Central Record
SDP	School Development Plan
SEF	Self-Evaluation Form
SEMH	Social and Emotional Mental Health
SENDCo	Special Educational Needs & Disabilities Coordinator
SEND	Special Education Needs and Disabilities
SFVS	Schools Financial Value Standard
SIAMS	Statutory Inspection of Anglican and Methodist Schools
SIP	School Improvement Partner
SLT	School Leadership Team
SMHL	Senior Mental Health Lead
SMSC	Spiritual, Moral, Social and Cultural
SOW	Scheme of Work
SP&G	Spelling, Punctuation and Grammar
TA	Teaching Assistant
TDM	Teacher Development Meeting
TWS	The Write Stuff
WTS	Working Towards Standard