

Holy Trinity Church of England Primary School



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Chair of the Governing Board: T. Fettes

HEADTEACHER'S REPORT

J.Griffith

TO THE GOVERNING BOARD OF Holy Trinity Church of England Primary School Spring Term 19th March 2024

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

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

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 207 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 16 (7.7%) and is well below the national average (23.8% June 2023).
- 3 pupils (1.4%) have EHC Plans for learning difficulties, disabilities and additional needs which is below national average for primary school pupils (2.5% June 2023).
- 26 pupils (13%) are on our SEN register. 23 do not have an EHCP (11%). This is below national average for primary school pupils of 13.5% (June 2023).
- The gender ratio is boys: 50.7% and girls: 49.2%.
- Attendance target is 97%
- The school's postcode is classified by Acorn as 96% 'Affluent Achievers' 'Rising Prosperity' or 'Comfortable Community'.

Attendance

	Current year to date	Absence rate	Persistent absence	Authorised absences	Unauthorised absences
Holy Trinity	96.2%	3.8%	6.5% (age 5-11)	2.4%	0.48%
National state primary schools	94.6%	5.4%	16.2%	4.7%	2.2%

Persistent Absence	Current year to date	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Holy Trinity	6.5%	6.5%	11.9%	6.6%	8.7%	8.2%
National state primary schools	16.2%	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 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). 30 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 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

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

A shared vision was reviewed (Summer 2019) 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 boiler repairs and have recently secured additional funding to extend the Staff car park as demand has outgrown its capacity. PTA raised funds and installed an outdoor play structure for KS1 and then KS2 pupils. Work is currently underway with pupils to improve outdoor facilities for the future. PTA have agreed to raise funds towards this (an all weather running track).

Recent Parent Survey (October 2023)

- ✓ 96% of parents stated their child enjoys school.
- ✓ 97% of parents stated the school keeps their child safe.
- ✓ 94% of parents stated their child feels cared for by the staff at school.
- ✓ 97% of parents stated they believe there is a good standard of teaching at the school.
- ✓ 48.5% of parents stated the school deals well with any suspected bullying (47% didn't know).
- ✓ 97% of parents believe the school has a good reputation locally.
- ✓ 91% of parents believe the school helps their child to achieve as well as they can, receiving good support for their learning.
- ✓ 92% of parents are happy with the range of subjects taught (6% didn't know)
- ✓ 90% of parents are pleased about the information they receive in termly reports, parents meetings, etc. (6% didn't know)
- ✓ 90% of parents agree the school encourages their child to adopt a healthy lifestyle. (9% didn't know)
- ✓ 96% of parents feel welcome when they contact the school (3% didn't know)
- ✓ 92% of parents believe the school responds if they have questions or concerns (3% didn't know)
- ✓ 94% of parents believe the school is well led and managed (3% didn't know)

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>2022-2023</th><th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th></tr><tr><td>Holy Trinity</td><td>6.5%</td><td>6.5%</td><td>11.9%</td><td>6.6%</td><td>8.7%</td><td>8.2%</td></tr><tr><td>National</td><td>16.2%</td><td>19.5%</td><td>22.3%</td><td>12.1%</td><td>11.2%</td><td>10.1%</td></tr></table>	Persistent Absence	Current year to date	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	Holy Trinity	6.5%	6.5%	11.9%	6.6%	8.7%	8.2%	National	16.2%	19.5%	22.3%	12.1%	11.2%	10.1%
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- Persistent absence (less than 90%) currently: 6.5% (12 pupils) - 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. - Worked with LA to ensure new attendance guidance in place by Sept 2023. - Appointed an Attendance Lead to work closely with families and LA. - Appointed an Attendance Link Governor. Next Steps: - Headteacher to continue to meet with families at or below 90% for current term and expect improved attendance before end of next term. - Continue to work with Attendance Link Governor to monitor attendance and procedures. - Governors to discuss process of issuing fines (Fixed Penalty Notices) with LA. - Continue to track attainment of pupils with poor attendance. - Continue to track attendance termly of disadvantaged pupils, pupils with SEND, year groups and gender.																						
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; 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 & Design, Design Technology and History • Purple Mash scheme of work purchased and in place for Computing • Charanga scheme of work in place for Music • Subject Association membership for History and Design Technology to support teachers subject knowledge and planning. • 'Essential Knowledge' for each subject identified by Heads Team to ensure pupil retention and understanding. • 'Holy Trinity Curriculum' designed by Heads Team ensures progression and bespoke for Holy Trinity pupils. • Planned repetition of previous skills and knowledge in Holy Trinity Curriculum to check retention. • Governors Curriculum Workshop to share Holy Trinity Curriculum in detail with subject leads. • Updated the Curriculum information available on our website to reflect the revised Holy Trinity Curriculum. • Curriculum Information Evening for parents. • CPD (training and coaching) for staff on WalkThru project. Next Steps: • Continue to evaluate assessment practices in foundation subjects. Continue to provide leadership time on a regular basis for all subject leads to monitor their subject purposefully. • Monitor retention of essential knowledge. • Continue to provide CPD for all teachers via WalkThrus project (3 year plan).																														
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). • Parent workshop provided but take up was poor. <table><tr><th></th><th>2017</th><th>2018</th><th>2019</th><th>2020</th><th>2021</th><th>2022</th><th>2023</th><th>2024</th><th>2025</th></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><td>16%</td><td>30%</td><td>33%</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><td>10%</td><td>30%</td><td>25%</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. • Using the school website, 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	2023	2024	2025	KS1 GDS writing	30%	33%	17%	27%	13%	13%	16%	30%	33%	KS2 GDS writing	17%	27%	13%	13%	14%	10%	10%	30%	25%
	2017	2018	2019	2020	2021	2022	2023	2024	2025																						
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School Development 2023-24

TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Autumn 1 2023	approach Embed 'The Write Stuff' CORE SUBJECTS: to continue to deliver excellent learning opportunities that result in high standards of attainment. Embed to writing across the school. Continue to use Recovery Premium to provide interventions for identified pupils. SIAMS: Provide CPD for staff, Governors and parents on new SIAMS inspection framework. 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. HOLY TRINITY CURRICULUM: To embed our curriculum and continue to use Big Books to show evidence of learning in Music, RE and Computing Y1 – Y6.	Assessment of Foundation Subjects To ensure all teachers are confident with a variety of strategies for low stakes assessments of foundation subjects Y1 – Y6. Impact will show teaching of foundation subjects is reflective of pupil need and prior attainment. Essential knowledge is assessed regularly and consistently. Pupils know what they have to do to improve.
Term 2 Autumn 2 2023		The Holy Trinity Way – Teaching and Learning Pedagogy To ensure consistency and secure pedagogical understanding of how we ensure successful Teaching and Learning at Holy Trinity. Provide staff CPD: 'Walkthrus'. Impact will show pupils' behaviour for learning and attainment are positively impacted by the consistent approach all teachers apply to Teaching and Learning at Holy Trinity.
Term 3 Spring 1 2024		Mathematics: To ensure consistency and coverage in Mathematics curriculum and pupil assessment. Provide CPD for staff. Impact will show pupils' knowledge and understanding in Mathematics is progressive and provides opportunities for deep thinking & learning. Assessment is robust and consistent.
Term 4 Spring 2 2024		Reading: To ensure consistency and coverage in our reading curriculum and pupil assessment. Provide CPD for staff. Impact will show pupils' knowledge and understanding in reading is progressive and provides opportunities for timely intervention if necessary.
Term 5 Summer 1 2024		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 'Writing Essentials' 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 2024		Review The Holy Trinity Way – Teaching and Learning Pedagogy: To evaluate our pedagogy and teaching practices across the school. Impact will show teaching and learning is consistent and of a high standard across the school. Pupils benefit from the focus on 'The Holy Trinity Way'.

QUALITY OF EDUCATION

(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		
• All subject leaders are fully aware of knowledge and skills taught in EYFS as foundation for all following learning. • Recruited a new staff member to the team. • Continue to provide Makaton to team and pupils. (Makaton Master -pupils leadership providing for other pupils). • EYFS essential knowledge, key skills progression and long-term planning documents published on website.	• Holy Trinity EYFS Curriculum is known by all, progressive and skills based. • Skills taught in EYFS in all areas are built into further programmes of study throughout the school. • Well-planned transitions have provided reassurance to parents and pupils aiming for a settled start in September. • EYFSP has been shared with Y1 Team to ensure continuation and progression making provision for gaps. • High focus on reading and encouraging reading including parents in the process.	• Vision document for EYFS. • Add the new White Rose maths planning to documents. • Review PE in EYFS curriculum plans. • Plan for consistent staffing in EYFS after staffing resignations. • Begin to plan transition for current EYFS into Y1. • Begin to plan transition for new EYFS Sept 2024 cohort.
Writing		
• Utilising identified Walkthrus to ensure consistent pedagogical strategies being employed across the school. • Continuing to embed TWS ensuring good subject knowledge of all teachers. • Latest data harvest (December 2023) used to provide information for discussion around barriers and interventions to support identified pupils. • Y2, Y3 and Y4 currently in receipt of additional tutoring sessions for pupils identified. Y3- 3 sessions per week. Y4 - one session per week. Y2 – one session per week. • English subject leader meeting other English subject leaders across the LA.	• 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. • Identified gaps in learning being actioned via tutoring.	• TWS demo videos on website for parents and pupils to access. • Continue to monitor provision and standards across writing throughout the curriculum. • Monitor impact of tutoring sessions. Be flexible in pupils and content as necessary. • Internal and external writing moderation.
Phonics and Reading		
• Purchased resources from ELS for Y2 phonics and spellings. • CPD for staff to deliver Y2 ELS. • EYFS Parents meeting on ELS and Early Reading including	• Attainment in phonics is high and well above national average. • Impact of new phonics scheme can be seen in EYFS and Y1 data.	• Seek additional funding (Lottery grant) to refresh library books with a focus on diversity. • Monitor impact of new reading comprehension resources.

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their responsibilities and input expectations. - Continuing to provide ELS intervention for pupils in Y3 2023-24 that continue to require support. - Ensured resources for EYFS and Y1 ELS were purchased in a timely manner. - New library system organised/set up by parent volunteers. - Y6 Librarians assisting with library slots for younger pupils. - Each class has timetabled library slot to sue the library for reading for pleasure or curriculum support. - Y2 to Y6 new reading comprehension resources being used. - Providing additional tutoring support for identified pupils in Y3 requiring support. - World Book Day celebrated to promote love of reading.	- 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.	Provide training in ELS for new TAs in EYFS and KS1.
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HOLY TRINITY CURRICULUM

- Regular (weekly) planned leadership time for subject leaders to monitor their subject area and prepare themselves for Ofsted deep dives. - Parent information evening provided to detail information about Holy Trinity Curriculum. All information on the website. Newsletters signposting parents to this information also. - Begun to explore ways to ensure assessment of foundation subjects is meaningful and manageable. - EYFS included in all curriculum documents. - Knowledge Organisers uploaded to website.	'Essential Knowledge' is clear for all subjects in all year groups. - 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.	- Review of Holy Trinity Curriculum by LA (planned for 25/4/24). - Plan content of Governor Curriculum Workshop on 5/6/24. - Assessment of foundation subjects consistent and robust. - Maths Day planned for 27/03/24. - Science Day to be arranged. - RE curriculum revision to include world views units.
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CURRICULUM IN ACTION

Trips, visits and visitors this term: - NSPCC Workshops in Y2 and Y5 (PSHE) - Mission to Mars Y2 and Y3 (STEM focus) - Y5 Science Centre in Oxford - Y3 Butser Farm (History)	- Pupils have experienced a variety of enhancements to the curriculum to make the Essential Learning 'sticky'. - All pupils have been included to ensure all benefit.	- 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
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Holy Trinity CE Primary School

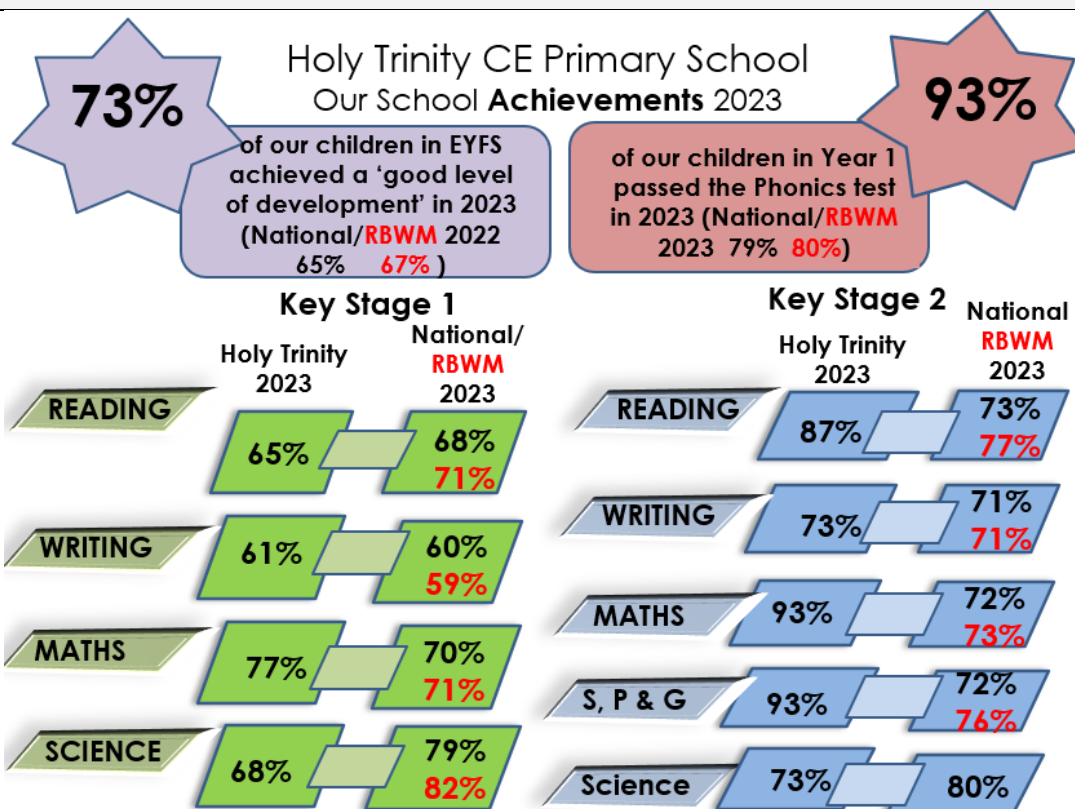
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• Y3 to Holy Trinity Church (RE) • Y6 to Brookwood Cemetery (History) • Y3 to Eton College (History) • Theatre Visit to school (EYFS & KS1) • Puppetry visit to school (EYFS & KS1) • SCARF (PSHE) Workshops (all classes) • Y6 Maths Challenge (St John's Beaumont school, Windsor) • Y2 Brooklands Museum (History) • Y1 Pizza Express (DT & English) • Y4 & Y5 to Ufton Court (History) • Y1 Visit from Chertsey Museum – Toys in the Past (History) Local Activities • St George's students supporting learning during weekly visit • Charters' students supporting learning during weekly visit • Ascot Art Competition entries	• 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.	subjects in RE, Music, PSHE and Computing. • Ensure all trips and visits are booked well in advance and have explicit links to curriculum. • Explore Art exhibition in Sunningdale gallery and local train station. • Local artist to come in to work with pupils.
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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



- Adapting curriculum and teaching as necessary to continue to plug gaps in learning.
- From autumn data harvest, attainment and progress analysed for identified groups that we are tracking carefully.
- Effective additional tutoring support for identified pupils in Y3 using Recovery Premium 3 x per week.

- 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 continues to be 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.
- New assessment (NTS) for Reading and Maths from Y2 to Y6 has provided clarity and consistency in teacher assessments.

- Assessment of foundation subjects.
- Inform stakeholders that KS1 SATs are no longer statutory from May 2024.
- Provide Booster Sessions for identified pupils in Y6 for reading, maths and SPAG.
- Focus on science attainment – explore national Science Mark and materials from Reading University. Provide CPD for teachers and monitor standards.

BEHAVIOUR AND ATTITUDES

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
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BULLYING AND DISCRIMINATION

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| <ul style="list-style-type: none"> All serious behaviour incidents are reported comprehensively on CPOMS – this includes subsequent actions, any communications with parents, risk assessments and advice sought from professionals. Anti-bullying week 13th – 17th November 2023. Theme – 'Make a Noise About Bullying' Appointed Anti-Bullying Ambassadors for 2023-24. Behaviour Policy and Anti-Bullying Policy reviewed. Made substantive changes to Behaviour Policy – consulted with staff and introduced to pupils. Posters on display to remind and refer to Holy Trinity Rules. Rewards purchased – stickers and badges. | <ul style="list-style-type: none"> 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. Reviewing behaviour policy offers opportunities for all staff to be involved in decision making and developing of the policy. Also gives pupils ownership as they have contributed to it and makes it more memorable to them. | <ul style="list-style-type: none"> Provide meaningful opportunities for pupils to share their concerns about bullying and discriminatory behaviours. Pupils voice via school council and Heads Team. Continued to encourage pupils to 'stand up and speak out' against any discrimination or bullying behaviours. Pupils that attended the Anti-Bullying Workshop to plan events and raise awareness in school via School Council. |
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ATTENDANCE & PUNCTUALITY

DfE comparisons

With RBWM schools:

Attendance measure	Percentage	Ranking ①
Overall attendance	96.2%	You are ranked 10 out of 46 schools
Overall absence	3.8%	You are ranked 10 out of 46 schools
Authorised absence	3.4%	You are ranked 15 out of 46 schools
Unauthorised absence	0.4%	You are ranked 2 out of 46 schools
Persistently absent	7.0%	You are ranked 7 out of 46 schools
Severely absent	0.0%	You are ranked 1 out of 46 schools



**FFT National
Attendance Award
2023/24**

National comparison:

**Your overall attendance:
96.2%**

**You are in decile 1, the top
0-10% of schools**

Decile ①	Decile description ①	Number of schools ①	Lowest in decile ①	Highest in decile ①
1	Top 0-10%	1,525	96.1%	100.0%
2	Top 10-20%	1,525	95.7%	96.1%
3	Top 20-30%	1,525	95.4%	95.7%
4	Top 30-40%	1,525	95.0%	95.4%
5	Top 40-50%	1,524	94.7%	95.0%
6	Bottom 40-50%	1,524	94.4%	94.7%
7	Bottom 30-40%	1,524	93.9%	94.4%
8	Bottom 20-30%	1,524	93.4%	93.9%
9	Bottom 10-20%	1,524	92.6%	93.4%
10	Bottom 0-10%	1,524	0.0%	92.6%

• Attendance since 01/09/23: 96.2% • Requests for term-time absence this academic year: 34 requests (not total of days, not including medical appointments) 15 authorised (not yet CSA, school visits, funerals, entrance exams, music exams, sporting event) 19 unauthorised requests (holidays). The total number of schools day lost to family holidays so far this year: 90 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. • Letter to all parents around attendance and importance of good attendance. • EWO commented that our attendance is comparatively good. • Attendance Lead has attended RBWM network meetings and engaged with strategies and suggested toolkits to improve and support attendance. • Reviewed Attendance Policy	• 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. • Engage with the LA on the ERSA programme (Emotionally Related School Avoidance) with a view to supporting identified pupils. • 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. • Discuss fixed-term penalty notice at Governors mtg on 19/03/24 (currently £60 fine)
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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?
LEARNERS BROADER DEVELOPMENT		
• Pupil Wellbeing Ambassadors creating display to signpost pupils if they have a worry. • School values and vision discussed through CW and on-going. Courageous advocates recognised for 'doing good'. • Charters and St. George's students are volunteering their time. • Opportunities for pupils to engage and compete with cluster schools in areas other than sport. • Pupils leading CW. • Provision of and take up of extra-curricular clubs has increased. • ELSA (pastoral support) provided supplemented by No 22 Counselling and another staff member qualified in ELSA. ELSA provision increased. • Digital Leaders leading a weekly Computing Club. • Choir to Lynwood House (Care Home). • ELSA with Anti-Bullying Ambassadors for Wellbeing Training day. • Y6 pupil won local photography competition winning personal prize and £100 for school to spend on photography equipment • Inclusion – pupils leading teaching rest of school Makaton Signs. They are the Makaton Masters! • NSPCC assemblies • Y4 Bikeability • Y5 Bikeability • Clubs other than sports clubs offered this term: ➢ Cookery ➢ Lego ➢ French ➢ Spanish ➢ Chess ➢ Art ➢ Homework ➢ KS1 Arts and Crafts ➢ KS2 Art	• 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 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. • NSPCC workshops focus on citizenship and PSHE contributed towards pupils' personal development. • School is providing a wide range of extracurricular clubs providing pupils with a range of experiences and opportunities to develop their personal development.	• 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. • Continue to publicly recognise, encourage and celebrate pupils' 'Living the Vision' and showing courageous advocacy. • Trips, visits and visitors planned to enhance Holy Trinity Curriculum and provide cultural experiences for our pupils.

➤ Choir ➤ Guitar ➤ Ukelele ➤ knitting		
PHYSICAL HEALTH		
• Engaged in Inter-Sport competitions and festivals with the local cluster: ➤ Y5/6 Boys football @ Braywick ➤ Y5/6 Girls football @ Braywick ➤ Y5/6 football @The Marist ➤ Y3/4 football @ The Marist ➤ Y3 Netball @ The Marist ➤ Y6 Netball skills @ St George's ➤ KS2 Cross Country @ The Marist ➤ Y3/4 football @ Braywick ➤ Y6 girls football @ St George's ➤ Y3/4 netball @ The Marist ➤ Y5/6 Handball @ Charters • Clubs offered this term: ➤ Skateboarding ➤ Basketball ➤ Football ➤ Zumba ➤ Martial Arts ➤ Dodgeball ➤ Playball ➤ Gymnastics ➤ Fencing ➤ Netball	• 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.	• PTA raising funds for all-weather running track around the field. Date to be arranged for installation. • Physical health elements of new RHSE curriculum to be secure. • Continue to promote the Daily Mile and the possible future all-weather track.
MENTAL HEALTH		
• Additional member of staff trained to provide ELSA. • No 22 Counselling continuing to continue to be funded by school and provided for identified pupils.	• 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.	• Continue to signpost staff and support staff to professional support should they require it. • Provide support for parents of children with SEMH and signpost to further advice/support.
CHRISTIAN DISTINCTIVENESS		
• RE Leader working with pupils to develop Prayer Spaces for Collective Worship.	• Continuing Collective Worship following our values and planned Bible focus' has	• RE Leader working with pupils to develop Prayer Spaces around school inside and out.

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• RE Leader working with Diocese to develop scheme of work. • Prayers on prayer tree promoted. • Pupils leading Collective Worship. • Christmas Services at Church. • Children's Prayer Group led by Rev Jon. • SIAMS Leader commenced work on our website here • Charity work with Easter Chicks – 'Big Chick Knit' raising funds for children's hospice service in Maidenhead	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.	• Familiarise ourselves with the recently published 'Guidance for Collective Worship' document to ensure we are at least compliant. • RE Leader and SIAMS Governor lead SIAMS training for staff and Governors. • SIAMS leader to continue to ensure our website is fully reflective of our practice. • Space Makers training for SIAMS Leader - visit practicing school. • Explore global links.
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LEADERSHIP AND MANAGEMENT

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
LEADERSHIP		
• New Behaviour Policy in place – ensuring buy-in from stakeholders to cement its success. • Ensured subject leaders have regular, weekly time to fulfil their responsibilities. • Staffing in place despite late notice resignations and pupils with high needs joining. • Continued to seek and provide high-quality CPD for subject leaders. • Implemented monitoring programme incorporating Subject Leader time. • Walkthrus – 3 year project focusing on The Holy Trinity Way (Consistent pedagogy in teaching and learning). • Teachers' Pupil Progress Meetings undertaken to discuss barriers and interventions for 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. • Updated SEF to ensure focus on Ofsted Framework.	• Behaviour Policy is known and The Holy Trinity Rules are consistently known and applied. • 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 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. <u>Governance</u> • Governor's have detailed understanding of how Holy Trinity Curriculum is implemented with consistency and why curriculum choices have been made by the Leadership Team.	• Continue Behaviour Policy monitoring of incidents. • Pedagogy practice CPD with teachers resulting in Policy produced (The Holy Trinity Way). • Subject Leaders continuing to utilise Subject Leader Audit to guide their ongoing leadership work. • All staff to continue to access the National College for CPD appropriate to their role. • 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. <u>Governance</u> • Continue to explore the options of academisation. • Governors visits to link to SDP. • Ensure Governors are well prepared for the upcoming inspection. "How do you know?" • Succession planning for Governor roles.

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- Review and coaching of teaching techniques identified as part of CPD. - Headteacher supporting a local school/Headteacher. <u>Governance</u> - Clear succession planning in place. - Focus on preparation for OFSTED. - Continued to plan Governor visits linked to SDP and actions from previous visits. - Continued to attend training. - Exploring the options of academisation. - On-going Governor Visits linked to SDP. - Exit interviews of 5 staff members (all TAs). - Governor Panel for exclusion.	- 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.	
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FINANCE

- Appropriate spending of Recovery Premium 2022-23 (approx. £2K) - Continued to budget carefully to accommodate drop in funding from April 2023 and new indicative budget. - Ongoing boiler repair issues – in contact with Diocese (May 2024). - Rolling programme of capital spend (refurbishment work) compiled and ongoing. - Quotes for running track for PTA. - Fire and asbestos H&S visit from LA. - New IT managed service contract in place from January 2024. - Secure disposal of IT equipment. - School purchase card in place.	- Recovery Premium (Catch-up funding) being used well to benefit identified pupils that have been disadvantaged due to school closure. - Budget reflects reduction in pupil numbers and plans for it accordingly. - Classroom technology fit for purpose. - Building is a fit for purpose, inviting and safe.	- Decarbonisation working party to agree actions – additional grant of £15,956 to be used for this purpose (window repair/replacement). Liaise with Diocese. - Explore financial implications of becoming an academy. - Explore costs/funding for hall refurbishments. 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. - Budget for staff recognition. - Ensure any outstanding actions on Fire Health and Safety action plan from LA have been actioned in a timely manner.
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SAFEGUARDING

(See also Annual Safeguarding Report to Governors)

• Governors visit to monitor use of SCR, filtering and monitoring and advise. • DSLs have continued to work closely with social care to support families in need. • Low Level Concerns reporting procedure in place. • DSLs attended RBWM network training and DfE webinars. • Filtering and Monitoring risk assessment and annual review introduced. • Filtering and Monitoring Governors appointed (Rev Jon Hutchinson and Dolapo Ogunbawo). • Ensured all safeguarding documents were passed on to new schools securely. • Induction for new staff. All staff and Governors are refreshed in Prevent training. • Acceptable Use Policy/Agreements reviewed to include filtering and monitoring responsibilities of staff.	• 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. • As result of KCSIE quiz, ensure all staff aware of how to report a low-level concern. Concerns are acted on appropriately in a timely manner.	• Ensure posters/display are in school to support pupils in how they can report a concern. • Receive half termly monitoring of online activity report – include in new managed service contract. • Ensure all staff sign revised Acceptable Use Policy and are clear on responsibilities regarding monitoring.
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STAFF

• Continued to provide CDP (internal and external) for subject leaders. • Inducted new staff members. • TA performance appraisal. • Exit interviews for 5 TAs conducted.	• 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.	• Ensure staffing structure and responsibility for September 2024 are in place and in line with budget. • Continue to promote National College online as source of quality CPD.
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STAFF WELLBEING

• Staff Wellbeing Policy reviewed and shared with staff. • Ensured pupil workbooks were ordered in plenty of time before the end of the year so that they could be labelled and ready to go in September (raised on staff survey). • Ensured subject leader time is planned weekly and goes ahead despite any staffing absences.	• 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. • Ensure new staff have an induction buddy to support them in their new role.
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Reports from Assistant Headteachers

Miss Stacey Harding

Key responsibilities:

- School Council
- 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 Christmas Fair • PTA agreed to fund Mile A Day track project. • Film Night organised. • Meetings attended.	• Community feel to events – school community. • Money raised will be spent on projects and resources needed.	• Continue to attend meetings and liaise with PTA on future fundraising events and projects. • Mile a Day track project to start
• TA meetings • Individual conversations with TAs about concerns / staffing etc. Support given.	• TAs updated on relevant information including safeguarding and WalkThrus. • TA 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.
• Autumn data input and analysed. • Summative NTS assessments ordered for spring and summer terms.	• Analysis allows groups to be identified for intervention. • Analysis allows for trends to be identified and targets set.	• Consider the usefulness of EYFS data on the same sheet as KS1 and KS2 data. • Explore the tools and data provided by the NTS assessments and the online tool.
• Eco-committee meetings held. • Liaised with parent about gardening club / allotment. • Gardening / Eco-committee lunchtime club run by parent volunteer and HLTA.	• Pupils more aware of environment around them / sustainability ideas – growing their own food. • Stakeholder – parent / school links • Pupil voice	• Link to foodbank perhaps / raise funds through selling of produce. • Hold a meeting to discuss ideas other than allotment / gardening. • Look at safe and manageable ways to increase the number of pupils with access to the allotment through gardening clubs and curriculum lessons.
• School Council meetings • School Council met with school catering manager. • School Council surveyed classes on films for Film Night.	• Pupils have a voice in decision-making, learn about democracy and practise speaking and listening skills. • Confidence / independence.	• Continue to hold meetings to discuss the year ahead.

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• Run netball club (autumn & spring). • Years 5 & 6 boys football tournament at Braywick. • Years 5 & 6 girls football tournament at Braywick. • Years 5 & 6 girls football at Marist • Years 3 & 4 girls football at Marist • Year 3 girls netball at Marist • Organised years 5 & 6 girls football trials for lunchtime training. • Handball masterclass for years 5 & 6 at Charters • Year 6 netball workshop at St. George's • KS2 cross country competition at Marist • Years 3 & 4 girls football at Braywick • Years 3 & 4 interhouse Handball competition • Sporting Challenge running at lunchtimes led by house captains	• Clubs well-attended. Some boys attending netball club. • Gives pupils experience of competitive sport against other schools. • Forming and maintaining relationships with staff at other schools – useful contacts. • Pupils receive certificates in CW and celebrated by the whole school. • 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. • All the above help raise profile of competitive sport within school, encouraging healthy lifestyles – physical and mental. • Attendance at sports clubs 2022/23 shared with governors. Impact of pupils' physical and mental well-being.	• 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. • School Games Mark application – summer term.
• Writing moderation TDM • Monitoring of English lessons • Lowest 20% readers and writers documents – identification of interventions in place.	• Moderation of judgements • Professional discussion / sharing of good practice • Support for teachers who have moved year groups • Consistency of judgements • Identification of: resources used, curriculum followed and writing opportunities given. • Identify areas for development. • Monitor & analyse progress of lowest 20% readers & writers to inform interventions •	• Writing moderation to take place ahead of summer data deadline. • Monitoring of books • Pupils voice – questionnaires. • Update lowest readers & writers documents following summative assessments
• Library is now live. • EYFS/KS1 pupils have a lunchtime slot and KS2 classes have access to library weekly. • Two year 6 librarians trained and help classes during library slots and attend EYFS/KS1 library club to read with younger pupils. • Some TAs trained in using library system.	• Reading for pleasure • Relationship between older and younger pupils	• Continue to improve the library space – make it more inviting.
• Pupils identified for catch-up funding support across years 2, 3 & 4 for the autumn term 2 and spring terms.	• Impact will be shown through data analysis. • Confidence in pupils' abilities and evidenced in class sessions.	• Liaise with tutors and class teachers. • Monitor impact of this intervention.

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• AHT network meetings attended.	• Relationships built with other AHT/ DHT across the Borough. • Discussion of initiatives at different schools. • Sharing of good practice. • Professional dialogue.	• Continue to attend network meetings to affect positive impacts in school and for CPD.
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Mrs Carmel Barnes

Key responsibilities:

- Safeguarding & Child Protection (DSL)
- SIAMS
- RE
- Collective Worship
- Vision & Values - Strategy
- Performance Appraisal
- MFL
- Art
- Senior Mental Health Lead
- Finance shadow

Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
• 'Walkthru' Training: Whole School CPD for instructional coaching to support teacher development based on robust research and key ideas from influential educational thinkers. • SIAMS focus: To lead HT through preparing and developing our SEF. Presented at Governor meeting to discuss the new SIAMS framework. • Diocesan Scheme of Work Writing Group – attended two meetings and Year 6 unit of work on Humanism completed. • Led RE/SIAMS staff meeting: IQ6 and IQ7 refers to the effectiveness of the RE curriculum and the quality of RE in VA schools. Proposed new scheme for next academic year bringing in a balanced approach of Christianity, Other faiths and Worldviews. Pupil questionnaire to elicit their voice.	• Whole school staff training to develop our Holy Trinity Pedagogy. Observed practice of my squad and shared the resource with my Student Teacher to widen her professional standards. • Understanding the changes to SIAMS inspection framework is known to all stakeholders and what is required to complete SEF. • Involvement in the Scheme of Work Writing party has enabled a deeper insight into the worldview approach and increased network opportunities with lots of knowledgeable people. • New balanced RE scheme of work for next academic year to include a unit across each year group to encourage child's own thinking about their beliefs. • Our Church School tab on the website to increase the profile and provide easy access for external observers to see our Holy Trinity Way. • Spiritual Leaders - Stones to be used as part of stilling – to hold	• Continue 'WalkThru' coaching of my squad to embed the Holy Trinity Pedagogy Way. • SIAMS SEF to be completed over the 2023_2024 with all stakeholders' voice. • SIAMS website upgrade for more notable presence online – continue with IQ statements. • Charity – local/national/global links? Ask staff if they have any global links to forge relationship with. • Marion Standing (Diocesan Link Adviser) to visit Summer Term 2023_2024 to collect evidence of stakeholder voice. • RE Curriculum to be reviewed with Governors and policy adapted. • Continue to celebrate and display children's learning in RE. • Spiritual Leaders to lead CW.

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• Our Church School tab on the website has been updated and IQ1-3 completed. • Performance at Lynwood House – children from the choir sang their Christmas repertoire. • Sunningdale Christmas Lights Switch-on. Invited to sing our Christmas repertoire to our community. • Spiritual Leaders role developed: commenced painting stones as a prayer spot in the spiritual garden. • Charitable Links for global (staff asked if there are any charities that they are part of) • Living the Vision board updated in the hall. Celebrating a year of our community 'doing Good and being Happy.' • Performance Appraisal of Support Staff completed. • Continue to support families experiencing difficulties through DSL role. • Attended Governor Meetings.	them and take time to think, reflect and pray. • Improving community links with Lynwood Care Home as part of our living our vision. • A celebration of our community, "doing Good and being Happy" and inspiring others to live our vision. • Staff feel well supported and valued and know that Leadership team take their wellbeing seriously.	• Continue to assess impact of new phonics scheme.
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SEND Report

SEND & INCLUSION – February 2024

SENCo – Mrs Fiona Fargher

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
• Attended SEND conference – Feb 2024	• SEND specialist shared the EEF (Education Endowment Foundation) 5 key points for supporting all pupils including those with SEND which are effective regardless of resources or funding. • Additional resources and strategies shared to support individual pupils.	• Take part in the WE SEND (Whole Education) programme as a pilot school to identify areas where SEND provision can be improved; action key points from this. • Ensure TA support is deployed so that skills are used to support specific pupils, eg ELKLAN TA delivering speech and language sessions.
• ASC and ADHD training for all staff – teachers and TAs (Summer 2023) by the link EP	• All classes have pupils with either diagnoses of ASC and/or ADHD or pupils on the waiting list for assessment. All staff therefore benefit from a better understanding of the needs of those pupils in order to support them effectively and adjust work accordingly.	• Continue to organise training to meet staff needs across the school, taking into account the pupils and their movement through the school, for example, Makaton training.
• Parent session held to support transition from EYFS to Year 1 'Getting Ready' led by link EP	• The intention was to enable parents to support their pupils at home in being independent so that they cope better with the move into a more structured curriculum in Year 1.	• Work with other SENCos to share best practice and support each other.
• Intervention sheets continued to be used to record support	• These sheets help with monitoring support provided to individual pupils in a way that is accessible and not onerous on the staff.	• Promote inclusion within the school through roles such as 'Makaton Masters' and Eco Warriors which are open to all pupils.
• Appointment of 'Makaton Masters'	• 4 pupils in Year 4 have been appointed in this role to teach the rest of the pupils Makaton signs; this is to promote inclusion at school and support one pupil who communicates in this way.	• Apply for the Inclusion Mark (possibly Summer Term) if this is an option (with RBWM staffing)
• Trained another TA as an ELSA	• To support pupils across the school but particularly KS1 with emotional difficulties.	• Continue to undertake learning walks and to observe SEND pupils in the classroom setting and monitor interventions; particularly ensure EHCP pupils are receiving what is set out in the plan.
• Joined WE SEND (Whole Education) as a pilot school to monitor and improve SEND support	• This is a pilot programme to raise the level of SEND support and identify areas for improvement; this may supersede the Inclusion Mark which has been suspended at present due to local authority staff leaving the role	
• 11 pupils have now had / are accessing formal counselling from Number 22 service	• Specialised counselling offers the best support for those pupils with the highest emotional need; this should subsequently help those pupils to be able to make progress educationally	• Visit pupils at Alternative Provision as appropriate and ensure regular dialogue with key workers to discuss progress and concerns.
• Continued access to SENCo forums and meetings to share good practice	• Opportunities to share ideas means that we can be proactive and try different strategies to best support pupils	• Continue to offer specialist counselling support for those with high needs. Continue to refer to external professionals as needed, including to CAMHS, the Educational Psychology Service, the Shine Team and the NHS for
• Worked with parent to obtain a place for an EHCP	• This will ensure that the particular pupil will access an appropriate setting where he	

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pupil at a secondary ASC resource unit from September	can be supported appropriately and will make more progress	speech and language and OT support.
Applications for 2 further EHCPs are in discussions / progress (1 in RBWM, 1 in Bracknell)	Ensuring those with high needs are afforded the right provision (legally) is important and a huge step for those pupils	Consider reasonable adjustments which may enable pupils with SEND to attend forthcoming school residentials (Year 4, 5 and 6).
Complete termly ePEP for looked after child.	Ensures progress is monitored and all support needed is in place to achieve this.	Start to plan careful transition for pupils with EHCPs as well as others with high SEND needs as they move to secondary school.
Delivered session on Collaborative Responsibilities (created by SEND team at local authority)	- Highlighted class teacher responsibilities for all SEND pupils so that all pupils are supported effectively. - Teachers aware of their responsibility to adapt curriculum for all pupils where possible.	Ensure meetings are held with all class teachers to monitor concerns and flag pupils at earliest opportunity.
IAS hosted coffee morning for parents of pupils with SEND	Ensured that parents voice and parent concerns are heard. Highlighted a couple of pupils for whom we took further steps to support through external referrals.	Organise a further IAS coffee morning for the summer term to give parents an opportunity to seek support.
Secured a place for a high-needs pupils at an Alternative Provision on a part-time basis	Enables pupil to work on social skills and life skills rather than only on academic learning which should support mental wellbeing.	Share links with parents through the school website to provide additional information on SEND issues such as ADHD, ASC, mental health and wellbeing; ensure signposting to events such as webinars and courses.
Updated provision maps and shared with class teachers	Allows classroom staff to easily access key information about SEND pupils, their attainment and support needs	Use assessments and tools such as Boxall profiling, ERSA toolkit and YARC reading assessments in house to identify and support pupils as appropriate.
Redeployed ELKLAN trained TA after our speech and language trained TA left.	Ensured that pupils who have a speech and language plan are prioritised for sessions to work towards targets by someone trained and confident.	Continue to monitor and analyse data on progress and identify barriers to learning for individual pupils.

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Statistical Data

Number on roll - 207

Below is a chart showing the number of pupils for week ending – 08/03/2024

Year Group	Number on roll	Boys	Girls
Reception	25	15	10
Year 1	30	14	16
Year 2	30	13	17
Year 3	32	17	15
Year 4	30	13	17
Year 5	30	17	13
Year 6	30	18	12
TOTAL	207	105	102

Done

First Language

Albanian	Bengali	Chinese	English	Polish	Refused					
1 (0.48%)	2 (0.96%)	1 (0.48%)	201 (97.1%)	1 (0.48%)	1 (0.48%)					

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 (0.96%)	1 (0.48%)	1 (0.48%)	1 (0.48%)	13 (6.3%)	1 (0.48%)	1 (0.48%)	5 (2.4%)	2 (0.96%)
Other White British	Sri Lankan Sinhalese	White British	White English	White Irish	White & Any Other Asian Background	White and any other Ethnic Group	White & Asian	
7 (3.4%)	1 (0.48%)	6 (2.9%)	131 (63.3%)	3 (1.4%)	5 (2.4%)	5 (2.4%)	1 (0.48%)	
White & Black African	White & Black Caribbean	White & Chinese	White & Indian	White Eastern European	White European	White Other	White Western European	
1 (0.48%)	2 (0.96%)	4 (1.9%)	3 (1.4%)	1 (0.48%)	4 (1.9%)	1 (0.48%)	5 (2.4%)	

Religion

Anglican/ Church of England	Buddhist	Christian	Hindu	Methodist	Muslim	No Religion	Other Religion
59 (28.5%)	2 (0.96%)	38 (18.4%)	6 (2.9%)	1 (0.48%)	8 (3.9%)	54 (26%)	2 (0.96%)
Refused	Roman Catholic	Sikh					
8 (3.9%)	19 (9.2%)	10 (4.8%)					

Special Educational Needs & Disabilities

Pupil Premium

Term	SEN Support	EHCP	Year	Ever 6 pupil number FSM pupil number	Looked after and adopted	Pupil Premium pupils total
Spring 2024	24	3	Spring 2024	16	0	16

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Attendance

Attendance		Target 2023-24: 97%	
Whole School End of Year	Pupil Attendance %	Pupil Attendance %	01/09/23 – 01/03/2024
		Class	
Sept 2012 – July 2013	95.7%	EYFS	96.3%
Sept 2013 – July 2014	96.6%	Year 1	95.5%
Sept 2014 – July 2015	96.8%	Year 2	97.6%
Sept 2015 – July 2016	97.1%	Year 3	96.4%
Sept 2016 – July 2017	96.9%	Year 4	95.3%
Sept 2017 – July 2018	96.6%	Year 5	95.8%
Sept 2018 – July 2019	96.5%	Year 6	96.9%
Sept 2019 – July 2020	95.3%	TOTAL (Whole School)	96.2%
Sept 2020 – July 2021	96.7%		
Sept 2021 – July 2022	94.09%		
Sept 2022 – July 2023	96%		

Staff CPD training

Autumn Term 2023			
Date	Staff	Course/training	Lead/provider
04/09/23	All teaching staff	Subject Leader and SDP in house training	Headteacher
11/09/23	Staff	OFSTED updates	Katherine Russell (SEBMAT)
18/09/23	SIAMS Lead	Contemplative Toolkit	Oxford Diocese
19/09/23	RE Lead	RE Central Network	Oxford Diocese
20/09/23	Headteacher	Heads Together	AfC
25/09/23	Headteacher & Assistant Headteacher	WalkThrus	Tom Sherrington via AfC
28/09/23	SENDCO and DT	Designated Teacher Conference	AfC
26/09/23 & 28/09/23 & 04/10/23 & 10/10/23 & 17/10/23 & 19/10/23	1 x TA	ELSA training	AfC (Education Psychology Services)
28/09/23	Admin Officer	Attendance Network Hub	DfE
04/10/23	Headteacher	DSL Web Filtering webinar	LGFL
04/10/23	Headteacher	Pupil Premium Network	AfC
10/10/23	SENDCo	SEMH Network mtg	AfC
11/10/23	Bursar	Bursar Support	RBWM
18/10/23	Headteacher	Heads Together	AfC
30/10/23	All teaching staff	INSET on The Holy Trinity Way – Walkthrus and T&L Pedagogy	Headteacher
31/10/23	Headteacher/DSL	Multi Agency Threshold Guidance	AfC
01/11/23	Assistant Headteacher	Assistant and Deputy Headteacher Network mtg	AfC
November 2023	All Staff	Prevent awareness Refresher	DfE
03/11/23	Headteacher	Education Leadership Forum	AfC
06/11/23	Collective Worship Lead	Collective Worship Network	Oxford Diocese
13/11/23	DSLs	DSL Network	AfC
14/11/23	SENDCo	SEND/EAL Network	AfC
21/11/23	RE Leader	RE Scheme of Work	Oxford Diocese
21/11/23	DSL	Advanced Certificate in Safeguarding for DSL in Primary School	National College
29/11/23	Attendance Lead	Attendance Lead Network	AfC
Spring Term 2024			
09/01/24	SENDCO	Young Carers	AfC
10/01/24	Headteacher	Heads Together	AfC
12/01/24	Headteacher	EYFS Framework 2024	National College
12/01/24	Headteacher	Geography Subject Leadership	National College
17/01/24	SENDCo	Designated Teacher Conference	AfC
17/01/24	Y4 TA	Making sense of Autism	Furze Platt
17/01/24	RE Leader	RE Central Network	ODBE

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17/01/24	Assistant Headteacher	Assistant Head Network	AfC
18/01/24	Headteacher	Legionella Awareness	National College
18/01/24	Headteacher	Asbestos Management	National College
23/01/24	Headteacher	Applying Rosenshine's Principles to support Disadvantaged Pupils	National College
24/01/24	Bursar	Legionella Awareness	National College
24/01/24	Bursar	Fire Safety	National College
25/01/24	ELSA	ELSA supervision meeting	AfC
29/01/24	Y6 Teacher	KS2 Assessment	AfC
31/01/24	Y4 TA	Good Autism Practice	Furze Platt
January 2024	All teaching staff	Food Allergy Awareness & Anaphylaxis	National College
January 2024	All teaching staff	Asthma Awareness	National College
06/02/24	Headteacher + Assistant Headteacher	WalkThrus	AfC
08/02/24	RE Leader	RE Scheme of Work	Oxford Diocese
21/02/24	Assistant Headteacher	Assistant Head Network	AfC
February 2024	All Teaching Assistants	Food Allergy Awareness & Anaphylaxis	National College
February 2024	All Teaching Assistants	Asthma Awareness	National College
27/02/24	SENDCO	SEND Conference	AfC
27/02/24	Headteacher	Fire Safety	National College
28/02/24	All subject leaders	Subject leader network meetings	AfC
29/02/24	EYFS Leader	Safe Food Handler Level 2	The Safer Food Group
04/03/24	SIAMS Leader	Collective Worship Network	ODBE
04/03/24	ELSA	ELSA supervision meeting	AfC

Record of Governor Training/Courses Attended 2023-24

Date	Governor	Course/Training	Lead/Location
Autumn 2023			
11/09/23	All Governors	OFSTED updates	Katherine Russell (SEBMAT)
14/09/23	Clerk	RBWM Clerk Briefing	RBWM
18/10/23	Aileen Boaler Dolapo Ogunbawo	Safeguarding – The Governors Role	RBWM
01/11/23	Andrea Williamson	Governor Visits to School	RBWM
Various dates	All Governors	Prevent training	Home Office
15/11/23	Tim Fettes & Jo Steel	Chairs' Surgery and Networking	AfC
22/11/23	Aileen Boaler Dolapo Ogunbawo	Governance and the Curriculum	AfC
22/11/23	Andi Williamson	The Role of School Governors in Championing the needs of Children Looked After and Children with a Social Worker	AfC
29/11/23	Jo Steel	SEND Governance	AfC
Spring Term 2024			
04/01/24	Aileen Boaler Jon Hutchinson Andi Williamson	Exclusion Training	AfC
17/01/24	Nick Holt	New Governors Induction Part 1 – Strategic Leadership	AfC
24/01/24	Nick Holt	New Governors Training Part 2 – The Support and Challenge Role	AfC
21/02/24	Jo Steel	Chair's Role Part 1	AfC
28/02/24	Jo Steel	Chair's Role Part 2	AfC

Staffing

Teacher (not TA) absence rate nationally 2021/22: 67.5% of teachers nationally took at least one period of sickness. The average number of days taken was 9.3 days.

Staff Absence	Current year to date	Full Year 2022-2023	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)	33	25 (+64 long term absence)	138 + 38 long term absence	54	22.5	60	28	43	8
Teaching Assistants (9.3)	64	87 (+ 103 long term absence)	189 + 31 long term absence	243.5	72	156.5	74	53	91.5
Non-teaching (3)	2	4	19	91	1	4.5	6	18	37
TOTAL	99 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	108 days	114 days	136.5 days

Behaviour and Incident reporting (since the last report)

- There have been 2 fixed term suspensions this academic year and 1 permanent exclusion this academic year.
- We have no incidents of racist behaviour to report.

Health and Safety & GDPR

- Heating system in need of repair – not fit for purpose. Concern for pupils & staff wellbeing and comfort.
- No data breaches to report.
- Successful fire alarm drill 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?
29/02/24	Andi Williamson <i>English Link</i>	Reading	Stacey Harding English Lead	Awaiting report	•
24/01/24	Jo Steel <i>SEND Link</i>	SEND	Fiona Fargher SEND Co	- Parent and staff questionnaire - Pupil voice	•
23/01/24	Jon Hutchinson Dolapo Ogunbawo <i>Safeguarding Governors</i>	Safeguarding	Jo Griffith DSL	- Ongoing record keeping - New staff induction if needed	• complete
06/12/23	Nick Holt Aileen Boler <i>Maths Link</i>	Maths	Lizzie Neale Maths Lead	Awaiting report	•
21/11/23	Jon Sharland <i>Attendance Link</i>	Attendance	Jo Griffith Sarah Lawson Attendance Lead and School Admin Officer	- Review attendance data of gender - Review lateness	• On-going termly data analysis
07/11/23	Jo Steel <i>Geography Link</i>	Geography	Jo Griffith Geography Lead	- Pupil voice in Geography - Staff voice in Geography	•
19/09/23	Rev. Jon Hutchinson & Dolapo Ogunbawo	Safeguarding	Jo Griffith DSL	- SCR check - Information gathering regarding Filtering and Monitoring of online activity.	• complete
11/09/23	Andi Williamson <i>English Link</i>	Writing	Stacey Harding English Lead	- Assessment in English - Interventions for less able	• next governor visit

Policies reviewed this term:

Standards and Curriculum Committee
Behaviour Policy
Exclusion and Suspension Policy
Anti-Bullying Policy
Finance and Resources Committee
SFVS
Staff Code of Conduct Policy
Teacher Appraisal Policy
Pay Policy
Finance Policy
Full Governing Board
Governor Behaviour Principles
Home School Agreement
Admissions Committee
Admissions Policy and Arrangements

Conclusion

We have had a focus on pedagogy – the art of teaching. We have been honing our craft and focusing on the 'Holy Trinity Way'. This has been a constructive spotlight on developing and training as a team ensuring a positive impact on our pupils' learning.

We have also invested time in reviewing our Behaviour Policy and ensuring that all staff and children have had an input into the changes. The links to our vision and values are explicit and we're really proud of the ownership of the Holy Trinity Rules already!

Thank you, as ever, to the staff who have contributed to this report and for the on-going, unwavering support of the Governing Board.



Mrs Jo Griffith
Headteacher



GLOSSARY

AfC	Achieving for Children
AfL	Assessment for Learning
APS	Average Point Score
ARE	Age Related Expectations
ASC	Autistic Spectrum Continuum
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
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)
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
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 2014
NOS	National Online Safety
NNEB	Nursery Nurse Examination Board (qualification)
NPQH	National Professional Qualification for Headship

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NPQSL	National Professional Qualification for Senior Leaders
NQT	Newly Qualified Teacher
NTP	National Tutoring Programme
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)
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