

Holy Trinity Church of England Primary School



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Chair of the Governing Board: J.Steel

HEADTEACHER'S REPORT

J.Griffith

TO THE GOVERNING BOARD OF Holy Trinity Church of England Primary School Autumn Term 18th November 2025

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

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

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

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Ofsted: March 2024 [2 day \(ungraded\) inspection](#): **GOOD** Safeguarding is effective.

SIAMS November 2025 – awaiting full report

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 alongside pockets of deprivation. It is in the least deprived quintile of all schools nationally in terms of deprivation. However, our catchment is varied and includes areas of local authority housing.
- The school's postcode is classified by Acorn as 96% 'Affluent Achievers' 'Rising Prosperity' or 'Comfortable Community'.
- Pupils enter EYFS with varied abilities with the largest proportion being at average ability.
- English as a first language is 92.4% (National: 78.6% RBWM: 82%).
- The number of pupils entitled to pupil premium and Ever 6 funding is 13 (6.1%) and is well below the national average (25.7% June 2025).
- 5 pupils (2.4%) have an EHC Plan for learning difficulties, disabilities and additional needs which is below national average for primary school pupils (5.3% Jan 2025).
- 26 pupils (12.2%) are on our SEN register. 21 do not have an EHCP (9.9%). This is below national average for primary school pupils of 14.2% (Jan 2025).
- The gender ratio is boys: 50.2% and girls: 49.7%.
- Attendance target is 97%

Attendance

	Current year to date	Absence rate	Persistent absence	Authorised absences	Unauthorised absences
Holy Trinity	97.5%	2.7%	8.5% (age 5-11) (17 pupils)	2.2%	0.3%
National state primary schools	95.8%	4.2%	15.5%	2.9%	1.3%

Persistent Absence	Current year to date	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Holy Trinity	8.5%	7.2%	6.4%	6.5%	11.9%	6.6%	8.7%	8.2%
National state primary schools	15.5%	18.2%	20%	19.5%	22.3%	12.1%	11.2%	10.1%

Staffing Structure

The school senior leadership (The Heads Team) is made up of the Headteacher and the two Assistant Headteachers. This structure has been in place since September 2020. There is a middle leadership team who take on the phase group lead roles, subject leadership and TA deployment. The SENCo is part time and holds the national SENCo qualification. All teaching and support staff are involved in curriculum development and each subject is led by a teacher. The support staff team was re-structured in September 2024; we have 9 support staff. There are currently 12 qualified teachers (including part time staff, the Headteacher and SENCo). 25 staff are employed by the school, some of which are part time (*this figure includes admin staff, the site manager and clerk to the Governors*).

Safeguarding, Health & Safety

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

Vision and Values



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

A shared vision was reviewed (November 2024) with all

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

Our Mantra	Our Core Christian Values	Our Termly Christian Values	Holy Trinity Rules
Believe	Forgiveness <i>Be kind and compassionate to one another. Forgiving each other, just as in Christ God forgave you.</i> (Ephesians 4:32)	Friendship <i>Love</i> Truthfulness <i>Be honest and tell the truth.</i>	 Be Respectful
Achieve	Perseverance <i>Keep going when things are hard and don't give up.</i>	Wisdom <i>Be wise and listen.</i> Compassion <i>Be kind and compassionate to one another.</i>	 Be Responsible
Inspire	Respect <i>Do as you would have them do to you.</i>	Justice <i>Be fair and just in every way.</i> Responsibility <i>You are always responsible for your actions.</i>	 Be Kind Be Safe

Curriculum & Community

Pupil voice and pupil responsibilities have continued to grow and are embedded in the school culture. These include Spiritual Leaders, Eco Warriors, Digital Leaders, School Council, Sports Ambassadors, Play Leaders, Makaton Masters, Kindness Ambassadors and Head boy/girl roles. The school was awarded Investors in Pupils (September 2018) and was deemed proficient. We actively support the local foodbank and distribute food parcels for some of our families. We enjoy strong links with Holy Trinity Church to further enhance our Christian Foundation.

Buildings and Premises

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

Recent Parent Survey October 2025 based on 79 responses.

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

Recent Staff Survey November 2025 based on 21 responses.

- ✓ 100% of staff stated that they are happy working at Holy Trinity
- ✓ 100% of staff stated that they felt valued and supported working at Holy Trinity
- ✓ 100% of staff stated that they felt leaders were considerate of their wellbeing
- ✓ 100% of staff stated that they were given opportunities for CPD
- ✓ 100% of staff stated that they agreed the school challenges and supports all pupils to succeed
- ✓ 100% of staff stated that they agreed leaders had created a calm culture for staff and pupils
- ✓ 100% of staff stated that they agreed pupils behaviour is at least good
- ✓ 100% of staff stated that they leaders support staff well in managing behaviour
- ✓ 100% of staff stated that the school deals well with any cases of suspected bullying effectively

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

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

Points for Development from Ofsted March 2024 Inspection and Steps Taken

Staff's subject knowledge in phonics and early reading.

Steps taken:

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

Next Steps:

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

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

Steps taken:

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

Next Steps:

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

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School Development 2025-26

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

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

Curriculum and Teaching

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

Implementation: What have we accomplished since the last report?	Impact: How has this made improvement?	Intention: What are our next steps?
EYFS Provision		
• Induct new EYFS teacher to the team. • Transition for new Reception class in September. • Links with Y6 Buddy's from September to ensure smooth transition. • Paediatric and Forest School First Aid training for all EYFS Leader and SENDCO. • Reading/phonics meeting for new Reception parents. • Baseline completed for all Reception pupils. • EYFS Cluster attended	• High focus on reading and encouraging reading including parents in the process. • EYFS staff trained to support early language development. • Smooth transition into Reception class reflects impact of early transition planning in May time. • Support and sharing of ideas with local EYFS teachers impacts on workload and wellbeing.	• Add the new White Rose maths planning to documents. • Review PE in EYFS curriculum plans. • Train EYFS staff in the importance of play and conversation. • Paediatric First Aid training for all EYFS team. • Continue with EYFS cluster meetings. • Track EYFS progress termly. • Plan suitable activities for the boy-heavy cohort.
Writing		
• Adapted Y1 curriculum to engage and inspire writing for Y1 cohort, providing plenty of opportunities to apply writing skills. • New Writing Framework from DfE shared by English Leader with staff. • SDP explicit in ensuring pupils have opportunities to write independently, applying writing skills learnt in TWS units. This gives more opportunities for displaying greater depth standard in writing.	• Writing is a main development focus throughout the school and remains high profile. Governors have monitored the progress of writing and seen the assessment tools used by teachers to grade writing. • English Leader has a good grasp on standards and provision in the subject. • Lesson monitoring evidences high standards of teaching in writing and being applied across curriculum areas.	• TWS demo videos on website for parents and pupils to access. • Continue to monitor provision and standards across writing throughout the curriculum. • Develop further opportunities for pupils to develop their independent writing and showcase greater depth skills in writing. • Enter BBC 500 Words writing competition to promote independent writing.
Phonics and Reading		
• Inducted new Reception and Y2 teacher in ELS phonics. • Library refurbished and opened by local author. • Pupils throughout KS2 in need of intervention with early reading in place. • Parent volunteer readers in place. • Purchased additional ELS books for the new Y1 class. • Planned Y1 phonics carefully to ensure pupils are secure in knowledge and make progress.	• Attainment in phonics is above national average. • Impact of new phonics scheme can be seen in EYFS and Y1 data. • Identified pupils are showing progress in phonics. • More TAs are confident in delivery of ELS due to in-house and online training. • Teachers able to deliver targeted guided reading sessions for comprehension using new resources.	• Monitor impact of new reading comprehension resources. • PTA to fund an outdoor Reading Shed to provide books for pupils to read at play/lunchtimes. • Engage student volunteers from St. George's to support Y1 readers.

HOLY TRINITY CURRICULUM

- Year 1 curriculum in Autumn Term 2025 adapted to meet the needs of pupils still working on EYFS. - Curriculum vision documents updated to reflect the revised vision.	'Essential Knowledge' is clear for all subjects in all year groups. - Teacher knowledge for all subjects is fully supported through the use of Kapow and subject association subscriptions. - Governors aware of their role in knowing the vision for the curriculum at Holy Trinity. - School Leaders have a shared vision for Holy Trinity Curriculum. They are clear about progression, end points and continuity for their subject across the school. - Pupils are in receipt of a broad and balanced curriculum with a range of opportunities. - Parents aware of curriculum content and how they can support their child.	- Subject leaders to audit teacher knowledge and confidence in delivering the foundation subjects. - Subject Leaders to continue to attend subject leader networks in ODBE and AFC to ensure Holy Trinity Curriculum reflects guidance and best practice. - Ensure HT PSHE curriculum plans reflect Kapow. - Marking and feedback in foundation subjects consistent and meaningful. Informs planning and next steps and teacher assessment of retention of Essential Knowledge.
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CURRICULUM IN ACTION

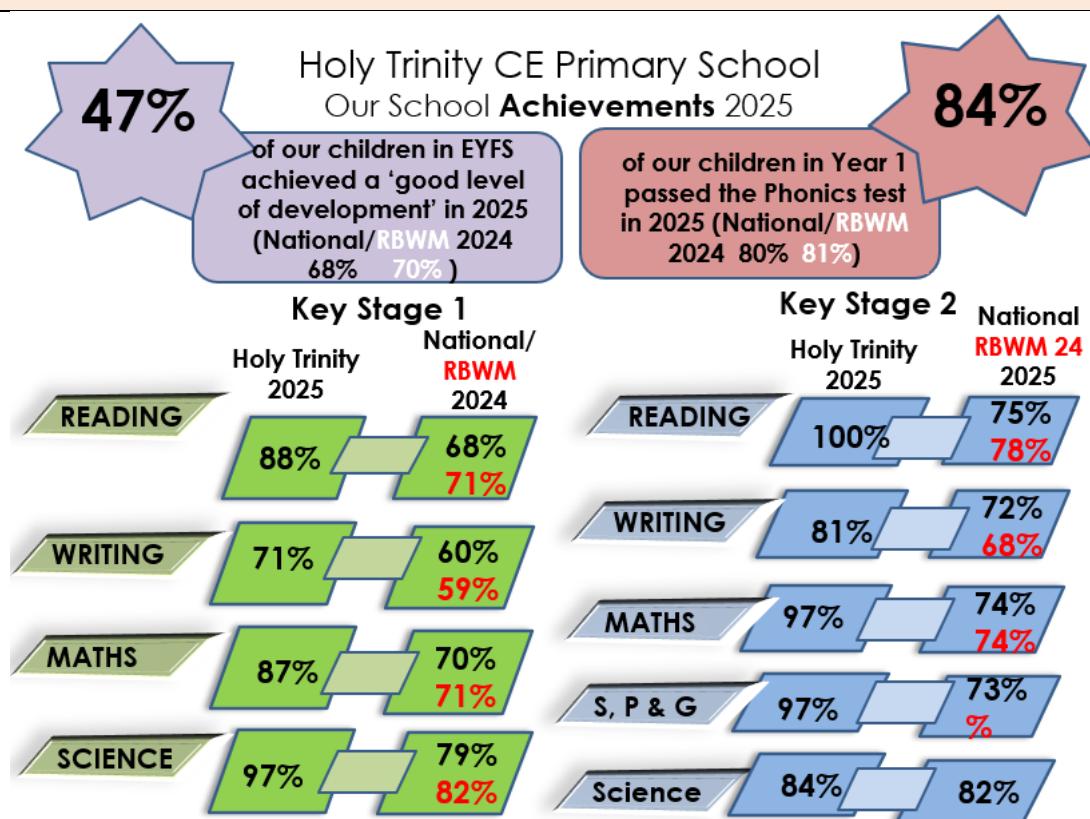
Trips, visits and visitors this year: - Author visit to open the Reading Room - Y1 to The Lookout (Science) - Y2 Great Fire of London Workshop (History) - Y4 to Ufton Court (History) - Y5 to Ufton Court (History) - Y6 eight pupils to St. George's for an immersive drama experience - Y6 Chertsey Museum WWI workshop (History) 'Emerging Technologies' Y1 to Y6 (Computing) - Y6 to church and the graveyard to discover WW1 history Local Activities: (See also sporting activities this term) - Y6 visits to secondary schools - Harvest Services at Church - Y4 to St. George's for their panto - Parents are provided with a weekly 'Top Tips' guide to various online/computing issues that are relevant and	- Pupils have experienced a variety of enhancements to the curriculum to make the Essential Knowledge 'sticky'. - All pupils have been included to ensure all benefit. - Staff have sought enrichment trips/visitors in a variety of curriculum areas. - Links with local schools is of benefit to the pupils for both transition purposes and social skills. - Pupils have opportunities for public speaking and parents enjoy hearing about their child's learning.	- Ensure all trips and visits are booked well in advance and have explicit links to curriculum. - Ensure all teachers use the 'Procedures for booking a Trip' document. - Ensure parents know how to make termly payment (especially new Reception parents) in order to ensure we can continue to afford to provide these opportunities. See website here.
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appropriate via the weekly newsletter. - Parents invited to Harvest Service this term. - Parents invited to the Reading Room opening/ Local author present.		
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CULTURAL CAPITAL/DEVELOPMENT

- World Views units included in Religion and World Views Education is a key opportunity to introduce the pupils to additional cultures and viewpoints. Coupled with our value of 'Respect'. - Educational visits and experiences planned to offer opportunities to pupils. - Continued work with EWO and families for whom absence is a concern. - Continued to support families financially if in need. - Continued to expose pupils to other cultures through our curriculum and celebrate differences through curriculum delivery.	- Children invited to share own culture giving them confidence in public speaking & to be proud of their culture. - Children learning more about the cultures shared in our Holy Trinity Family. - Children and families have had access to school staff to be able to share concerns and continue to offer advice and support.	- Continue to plan educational visits and trips to provide our pupils with cultural and educational opportunities. - Discuss specific gaps our disadvantaged pupils have and plan for strategies to support them.
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ACHIEVEMENT



Y4 MTC Trends over time

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

Average mark of eligible pupils 21.0 (national 20.6 in 2024) (1 pupil was disapplied and unable to access the MTC).

- Ensured new Reception class baseline was conducted within first 6 weeks.
- Ensured handover to next teacher was comprehensive and useful.
- Set targets for classes.
- Staffing interventions in place for identified pupils including SEND, SEMH.
- Ensured staffing placements are based on pupils needs identified through data analysis.
- Y1 baseline and targeted teaching as a result in place.

- 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 and reductions .
- New assessment (NTS) for Reading and Maths from Y2 to Y6 has provided clarity and consistency in teacher assessments and the ability to compare nationally.

- Track Y1 writing and reading closely during autumn term (data breakdown of EYFS data on Governor Zone). Provision will be tailored and adapted to meet needs of pupils.
- Data harvest at end of Autumn term.
- Compare EYFS GLD when national/local data available.
- Track progress of disadvantaged pupils carefully to analyse gap and monitor if it's closing over time.

BEHAVIOUR		
Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
Behaviour Policy & Attachment Aware		
- Bronze Plaque for Attachment Aware Award and banner on display. - Discussed Silver Project with Educational psychologist – focus will be on providing support for parents with Emotion Coaching and Zones of Regulation. - Continued to embed Behaviour Policy and ensured expectations are consistent and known by all new starters. - Ensured new pupils and staff are fully aware of our Behaviour Policy and expectations.	- 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.	- Share Silver Attachment aware project with parents. - Plan for Parent Talk with Hestor Bancroft on 'Building Resilience with our Children'.
ATTENDANCE (From Dfe VYED)		
DfE comparisons		
With RBWM schools:		
Attendance measure ▲	Percentage	Ranking ⓘ
Overall attendance	97.5%	You are ranked 11th out of 46 schools
Overall absence	2.5%	You are ranked 11th out of 46 schools
Authorised absence	2.2%	You are ranked 14th out of 46 schools
Unauthorised absence	0.3%	You are ranked 5th out of 46 schools
Persistently absent	8.5%	You are ranked 17th out of 46 schools
Severely absent	0.0%	You are ranked 1st out of 46 schools
National comparison:		
Your overall attendance 97.5% You are in decile 1, the top 0-10% of schools		ⓘ
Decile ⓘ	Decile description ⓘ	Number of schools ⓘ
1	Top 0-10%	1662
2	Top 10-20%	1662
3	Top 20-30%	1662
4	Top 30-40%	1662
5	Top 40-50%	1662
6	Bottom 40-50%	1662
7	Bottom 30-40%	1662
8	Bottom 20-30%	1662
9	Bottom 10-20%	1661



National School Attendance Award

2024/25 Academic Year

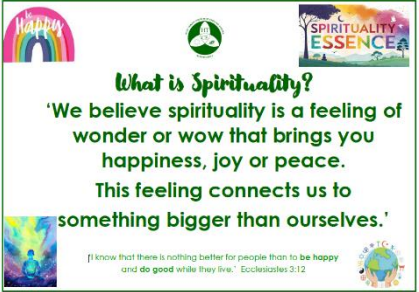


Holy Trinity CofE Primary School, Sunningdale

Top 10% of all FFT Primary Schools in England

• Attendance since 01/09/25: 97.5% • Requests for term-time absence this academic year: ➤ 18 requests (not total of days, not including medical appointments) ➤ 12 authorised (not yet CSA, religious holidays, school visits, funerals, entrance exams, music exams, sporting event) • 6 unauthorised requests (holidays). The total number of schools day lost to family holidays so far this year: 13 days. • Attendance Lead tracking attendance half-termly and contacting parents via letter/phone/in person as necessary. • Letters of concern around attendance sent to parents from Headteacher. • Attendance meetings with families of high concern. • EWO commented that our attendance is comparatively good. • Attendance Lead has attended RBWM network meetings and engaged with strategies and suggested toolkits to improve and support attendance.	• The earlier start to the school day has had a positive impact on learning time. • Meeting with families/sending letters whose child's attendance is causing a concern has had a mostly positive impact on their attendance going forward. • Working alongside the LA to seek ways to support and improve attendance has been useful.	• Continue to work with the EWO and families whose attendance is causing concern. Offer support where possible. • Continue to send letters of attendance concern to parents. • Work with attendance link Governor to monitor absence and procedures. • Continue to ensure attendance is a standing agenda item on all Governor Meetings. • Continue to provide governors with attendance data via HT reports. • Plan for any further intervention needed for identified pupils through Attachment Aware action plan/project. • Monitor attendance of pupils to any alternative provision – regular communication with AP providers and parents.
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PERSONAL DEVELOPMENT AND WELLBEING

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
LEARNERS BROADER DEVELOPMENT		
- Definition of spirituality shared and discussed.  - Regular use of Space Makers in Collective Worship, Governor Meetings and Staff Meetings to provide pupils and staff with the opportunity to be reflective and mindful exploring their own sense of spirituality. - Pupil leaders elected and in role. Offering opportunity for development and leadership. - Continued to publicly recognise, encourage and celebrate pupils' 'Living the Vision' and showing courageous advocacy. - ELSA (pastoral support) provided now training is complete and identified pupils are in receipt of ELSA support. - Digital Leaders leading a weekly Computing Club. - Clubs other than sports clubs offered this term: ➤ Gardening ➤ Cookery ➤ French ➤ Spanish ➤ Chess ➤ Homework ➤ KS1 Arts and Crafts ➤ KS2 Art ➤ Choir ➤ Guitar ➤ Ukelele	- Y6 Pupil Leaders have grown in confidence and shown great leadership skills when organising and presenting to our school family and visitors. - Our termly values are discussed and explored through Collective Worship promoting pupils' character development and understanding. - Pupils are inspired to 'live our vision' by witnessing peers do so and be recognised for it. - Pupils are exposed to discussions about tolerance and respect often. They have the chance to see others' views and show respect. - School is providing a wide range of extracurricular clubs providing pupils with a range of experiences and opportunities to develop their personal development.	- Continue to provide ELSA and Nurture groups for identified pupils. - Trips, visits and visitors planned to enhance Holy Trinity Curriculum and provide cultural experiences for our pupils. - Continue to make regular use of Space Makers in Collective Worship to provide pupils and staff with the opportunity to be reflective and mindful exploring their own sense of spirituality. - Ensure Fundamental British Values are known and understood by pupils and woven into the curriculum. The links to our own values and vision are made explicit. - Introduce pupils with age-appropriate materials to the protected characteristic defined in the Equality Act 2010. - Ensure any child attending AP continues to receive a PSHE and RHSE programme.

PHYSICAL HEALTH

- Gold Award 2025 achieved for our participation in sporting activities.



- Skipping workshop for all classes really promoted the lunchtime skipping zone and inspired pupils to try new skipping tricks.
- Engaged in Inter-Sport competitions and festivals with the local cluster:
 - Football Y2 & Y3 at Sunningdale School
 - Y5 & Y6 girls and boys football at St. Michael's
 - Y3 and Y4 girls netball at The Marist
 - Y5/6 boys football @Braywick
 - Y5/6 girls football @Braywick
 - Y5/6 mixed football @Charters
- Widened the zones and activities available at lunchtimes to include small world play and Lego. Included Play Leaders and School Council in decisions about zones.
- House Captains leading daily Sporting Challenge for all classes.
- Sports Clubs offered this term:
 - Skateboarding
 - Basketball
 - Football
 - Zumba
 - Martial Arts
 - Dodgeball
 - Playball
 - Gymnastics
 - Fencing
 - Netball
- The playground is now 'zoned' at lunchtime to

- Continuing with club provision and encouraging uptake is having a positive impact on pupils' physical health.
- Lots of opportunities for pupils to engage in physical activities to support mental wellbeing and physical health.
- Disadvantaged pupils invited to clubs to offer a variety of opportunities.
- Taking part in sporting competitions in the community has offered the pupils an opportunity to compete and gel as a team. It has also provided the experience of losing at times which has developed their resilience and respect.
- Pupils have had the opportunity to lead their peers – Play Leaders, House Captains, School Council, Team Captains.

- Physical health elements of new RHSE curriculum to be secure.
- Continue to promote the Daily Mile on the running track.
- Widen the zones and activities available at lunchtimes to include a mud kitchen, den building & outdoor library.
- Repair basketball hoop and football goals.
- Engage PTA in fundraising to develop the outdoor activities available that have arisen from pupil voice ideas.
- Communicate upcoming [sporting fixtures](#) in a timely manner with parents.

provide a safe space for younger pupils to access the bikes and to skip in a designated zone.		
MENTAL HEALTH		
• Attachment Aware Award 3-year project year 1 Bronze Award completed – project evaluated. • Staff wellbeing a discussion in Performance Appraisal meetings and newly added to the Governor Visit Report. • Headteacher met with all TAs 1:1 to discuss wellbeing. • Staff invited to share confidentially with a Governor of their choice any wellbeing concerns. • Provided support for parents of children with SEMH and signposted to further advice/support.	• Staff are aware of the Staff Wellbeing Policy and how to seek support if needed. • Nurture Groups provide support to pupils with friendship/social interaction difficulties in a safe way.	• Attachment Aware Award whole school project to continue – Silver Award which involves supporting parents with their children's emotional wellbeing. • Continue to signpost staff and support staff to professional support should they require it.
CHRISTIAN DISTINCTIVENESS and VISION		
• Space Makers being used with children, staff and Governors. • SIAMS training for Governor. • Definition of Spirituality agreed and shared with stakeholders. Posters shared with pupils and staff and displayed in school. • Website developed 'Our Church School' • Vision included on weekly newsletter to parents. • Living the Vision certificates awarded to pupils. • RE Leader working with pupils to develop Prayer Spaces for Collective Worship. • Prayers on prayer tree promoted and shared in Collective Worship. • Pupils leading Collective Worship. • Harvest Services at Church and subsequent organisation of goods and money donated for the food bank. • Weekly food boxes distributed to those in need in the community. • Y6 selling poppies to pupils and parents. • Harvest services enjoyed and well-attended.	• Continuing Collective Worship following our values and planned Bible focus' has ensured our Christian distinctiveness is still celebrated. • Pupils involved in planning, leading and evaluating Collective Worship has encouraged leadership skills and engagement. • SIAMS Lead is confident in subject knowledge to disseminate training and support staff. • A sense of community has been fostered by Reverend Jon continuing to be involved in Collective Worship. • Pupils and staff felt able to somehow contribute towards helping those in more need than ourselves.	• RE Leader working with pupils to develop Prayer Spaces around school inside and out. • SIAMS leader to continue to ensure our website is fully reflective of our practice. • Space Makers training on-going for staff. • Further explore global link in Sri Lanka with Rev Jon and plan activities and fundraising next term. • Support Holy Trinity Church in its transformation. Provide a space in school for church meetings and services at weekend. • Await our SIAMS inspection report.

- Governors involved in monitoring Collective Worship and 'living the vision' throughout the school. - Whole school CPD for teachers and focus for pupils on Global Christianity. Display produced to embed learning.		
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LEADERSHIP AND GOVERNANCE

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
LEADERSHIP		
- SDP and all HUGGS (Subject action plans) in place for 2025-2026. - Reading Room (Library) refurbishment complete. - Continued to forge networks in RBWM for all subject leaders to support their role and for CPD. - welcomed two new teachers to our team in September. Comprehensive induction completed. - Welcomed new Reception class parents and EYFS team leading transition activities. - Subject Leaders continuing to utilise Subject Leader Audit to guide their ongoing leadership work. - Subject Leader time planned in to staff meetings and additional time given during the school day to enable pupil voice and lesson monitoring (a total of 6 hours in TDM time) - Subject Leader Cluster/network meetings (once per term) - Training for Attachment Aware Schools Award – Silver. - All staff continue to access the National College for CPD appropriate to their role. - Walkthrus – 3 year project focusing on The Holy Trinity Way (Consistent pedagogy in teaching and learning).	- Staff supported and developed in their roles (see CPD record). - School Leaders accessible to all staff for support. - Curriculum at Holy Trinity is well planned and sequenced and leadership roles are distributed. - Performance Appraisal ensures focus for all on SDP foci and personal wellbeing & development. - SEF provides leaders and Governors with clear picture of how Holy Trinity is currently performing. - Teaching strategies are becoming more consistent through WalkThrus CPD enabling teachers and TAs to further build strategies and techniques to address identified needs. Team coaching provides collaborative development.	3 year plan for 2025 – 2028. - Plan for SIAMS inspection and lead staff and Governors through the process. - Continue to plan time to coach all teachers in their teaching and learning practice to ensure consistency: 'The Holy Trinity Way' - Continue to forge networks in RBWM for all subject leaders to support their role and for CPD. - Continue to seek and provide high-quality CPD for subject leaders.

• 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. • Review and coaching of teaching techniques identified as part of CPD.		
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GOVERNANCE

• All positions are full. • New Chair and Vice Chair in place. • Headteacher's Performance Appraisal completed for 2024-25 and recommenced for 2025-26. • Governor vacancies filled successfully. • Support for Leadership Team through the re-structure and deficit situation. • Support for Leadership team in various challenging issues. • Clear succession planning in place. • Continued to plan Governor visits linked to SDP and actions from previous visits. • Continued to attend training. • On-going Governor Visits linked to SDP.	• Governors have detailed understanding of how Holy Trinity Curriculum is implemented with consistency and why curriculum choices have been made by the Leadership Team. • Governors know the writing expectations and progression across the school. • Governor training has continued virtually/in person to ensure all governors are fulfilling their roles. • Governor visits linked to SDP and actions from previous visits are on-going monitoring and challenge. • Headteacher feels fully supported by Governing Board to deliver SDP and fulfil responsibilities.	• Governors' visits to link to SDP. • Succession planning for Governor roles. • Strategic planning for future of Holy Trinity. • Ensure all Governors fully informed for upcoming SIAMS inspection. • All Governors available for staff to share any wellbeing concerns they may have. • All Governors monitoring Collective Worship, RE and 'living the vision' effectively to ensure we are living up to our church foundation.
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FINANCE

- Deficit reduced – see 2025-26 budget - F&R closely monitoring budget. - PTA events so far this year: Bake Sale, second hand Halloween costume sale, MUFTI 5 pupils places in Y2 filled. (After census day). Approached RBWM to enquire about contingency fund. - Sports Premium spend submitted. 2025-26 grant received in two tranches.	- Budget reflects reduction in pupil numbers and plans for it accordingly. - Classroom and staff technology fit for purpose. - Building is a fit for purpose, inviting and safe. - Budget and financial planning audited independently for quality control purposes.	- Decarbonisation working party to agree actions – additional grant of £15,956 to be used for this purpose (window repair/replacement). Liaise with Diocese. - Explore costs/funding for hall refurbishments. 99-year land lease to be extended – conversations with St John's college and diocese. Awaiting quote from estate agents. - Explored cost of replacing flooring in KS2 classrooms, corridors and hall. Consider for future. - Ensure any outstanding actions on Fire Health and Safety action plan from LA have been actioned in a timely manner. - F&R to continue to closely monitor budget. - Replace phone lines. - Plan for increase in free school meals.
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SAFEGUARDING

(See also Annual Safeguarding Report to Governors)

Safeguarding and Child Protection Policy updated and published on our website. - Safeguarding section of policies and website up to date and regularly refreshed with current information. - KCSIE read by staff and Governors. - EYFS and Y2 new staff recruits inducted and in receipt of safeguarding training. - Staff Code of Conduct read by staff. - Governors Code of conduct read by Governors. - Annual audit completed, shared with AfC and Safeguarding Governors – no outstanding actions. - Safeguarding information shared with schools if pupils moving on. - Communicated effectively with social worker/early help/family workers as needed for identified pupils.	- Online record keeping has streamlined procedures and improved communications. - SCR full and up to date. - Induction Folder comprehensive and effective for new staff members. - All actions from last year's Safeguarding Audit are completed. - Pupils that need support are identified by robust internal processes and appropriate support is sought.	- Ensure all DBS for staff are within 5 years. Renew on rolling basis. - Induct new Safeguarding Governor into the role. - Termly safeguarding governor visits to take place. - Ensure all quality assurance and safeguarding checks are completed on any AP that any pupil is utilising. - Renew Online Safety Policy. - Teachers CPD for cyber security. - Teachers CPD for online safety. - DSL network meetings
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• How to safeguard your children online weekly Top Tips shared with parents via the newsletter. • 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 reviewed and shared with safeguarding governors. • Daily Monitoring Reports from internet usage in school time now being received by two DSLs. • Newly appointed Safeguarding Governor in receipt of training. • DSL annual report shared with Governors.		
STAFF		
• Recruited and inducted Maternity Cover for Year 2 (12 month part time contract). • Inducted new EYFS teacher to job share. • Continued to provide CDP (internal and external) for subject leaders. • Teacher's Performance Appraisal taken place. • TAs wellbeing meetings undertaken with Headteacher.	• We retain high quality teaching staff across the school. • Performance Appraisal for teachers (including wellbeing) focusing on SDP priorities. • CDP has been focused on SDP and identified development from Performance Appraisal meetings.	• Focus on staff wellbeing • Continue to promote National College online as source of quality CPD. • Plan for retirement of cleaner.
STAFF WELLBEING		
• Staff wellbeing has been adversely impacted by the need for redundancies and subsequent support staff re-structuring. • Staff wellbeing added to Governor Visit Report as an opportunity to share concerns or suggestions. • Staff offered the chance to contact any Governor to share any wellbeing concerns.	• Staff 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.

Reports from Assistant Headteachers

Stacey Harding • PTA link • TA Lead • English Lead • P.E. and School Sports Lead • Student Placements • Performance Appraisal • DDSL • Behaviour & Safety • Feedback and Marking • Assessment • Data tracking and Analysis		
Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
• New PTA in place. • Meetings attended. – preparation for Christmas fair	• Community feel to events – school community. • Money raised will be spent on projects and resources needed decided upon by school staff.	• Continue to attend meetings and liaise with PTA on future fundraising events and projects. • Funds to be used for revamp of library.
• PTA funded Skipping Workshop for all classes in second week of new term. • New Y5 playleaders in place. • Skipping zone on playground managed by playleaders three lunchtimes a week.	• Increase physical activity at break and lunchtimes, contributing to children's 60 active minutes a day.	• Meet with Playleaders to discuss ideas.
Summer Term • National Sports Week – apparatus in hall day, scooters slot and Sports Mufti. • Y6 Cricket at St. George's • Y5 Sports Day at St. George's • Y5 & 6 Boys Football Tournament at Ascot FC • Y5 & 6 Girls Football at Ascot FC • Years 5 & 6 Rounders at Charters • Sports Day • KS2 house Rounders competition. • School Games Mark application – Gold achieved! Autumn Term • Run netball club	• Gives pupils experience of competitive sport against other schools. • Forming and maintaining relationships with staff at other schools – useful contacts. • Matches/ tournaments reported on weekly newsletter. • Gives year 6 pupils leadership practice ahead of joining secondary school where they may choose to follow sport leadership pathways. • Builds relationships between younger and older pupils. • Provides year 6 pupils with leadership practice and pupils in Y1-Y6 basic competitive sport. • All the above help raise profile of P.E. and competitive sport within school, encouraging healthy lifestyles – physical and mental.	• 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.

• Netball club – families charged small amount for attendance • Girls and Boys Years 5 & 6 football trials • Years 2 & 3 football festival at The Sunningdale School • Y5 & 6 Boys football tournament at Braywick attended • Y5 & 6 Girls football tournament at Braywick attended • Y5 & 6 mixed football competition at Charters • Met with new House and Vice Captains to set up Sporting Challenge for lunchtimes.		
• TA meetings • Individual conversations with TAs about concerns / staffing etc. Support given.	• TA meetings held. • TAs updated on relevant information including safeguarding and Walk-Thrus. • TAs given opportunity to voice ideas/ concerns. • Individual conversations allow confidential matters to be discussed	• Continue to maintain and further build positive relationships, making sure all staff feel valued and ensuring high staff morale.
• Summer data input and analysed.	• Analysis allows groups to be identified for intervention. • Analysis allows for trends to be identified and targets set. • NTS online tool working well.	• Continue to provide time for staff to use the online tool following NTS assessments.
Inset Day session in September: • English Expectations document created and shared with staff. • New Writing Framework (non-statutory) summary and overview documents created and shared with staff • English planning overview reviewed to ensure at least one 'diverse' book in each year group class texts. • Class Reading Lists reviewed to ensure inclusion of up-to-date and diverse authors and books. • Greater Depth writing objectives written for Y1 – 6 and shared with staff. • Formal / Informal Writing Guidelines for KS2 shared with staff.	• Consistent approach to English lessons. • Specific approach to support low ability readers following phonics assessment at end of Year 1. • Widening reading diet • Greater Depth Writing Essentials give clearer guidance for both pupils and staff. • KS2 Formal / Informal Writing Guidelines give clearer guidance for both pupils and staff	• Complete Writing Framework audits. • Monitoring of books to ensure presence of GD Writing Essentials • Monitor independent writing being done through TWS units. • Discuss use of formal / informal writing guidelines with staff

Holy Trinity CE Primary School

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• New librarians chosen and met with to discuss role and ideas. • Three librarians working alongside parent volunteer on Monday lunchtimes to maintain the Reading Room and rota in place for KS1 pupils to borrow and return books. • Diverse books now in Reading Room. • One set of class reading list books available in library.	• Reading for pleasure • Encourage a broader reading diet for children • Relationship between older and younger pupils	• Meet regularly with librarians to discuss their role. • PTA / parents to potentially buy another set of the class reading list books for use in Reading Room or classrooms.
• DDSL work as and when – access CPOMS.	• Keeping children happy and safe. • Liaising with other DSLs/DDSLS.	• This will continue.

Key responsibilities:

- SIAMS
- RE
- Collective Worship
- Mental Health Lead
- Safeguarding & Child Protection (DSL)
- Performance Appraisal
- MFL and Art

Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
• SIAMS SEF shared with Governing Board. Website presence populated. Invited Governors to attend CW throughout the week. • New cohort of Spiritual Leaders meeting to discuss goals for the year. • Religion and Worldview book look monitoring completed October 2025 • Spirituality discussed at Governor Meeting in September and definition of our shared understanding agreed. • Kindness Ambassadors Autumn project – Foodbank, Kindness spies and National Kindness Day as part of Anti-Bullying week. • International Charity ‘Child Action Lanka’ which links to HT Church appeal. In contact with Stephanie who is the link to the charity to meet in November to discuss how we as a school can support the charity. • Attended Autumn RE Network and CW Spirituality Meeting. • Continue to support families experiencing difficulties through DSL role. • Attended Governor Meetings.	• Ensure accountability and communication of SEF and involvement of all stakeholders in SIAMS process. • Spiritual Leaders to further promote regular donations to the Holy Trinity Church Foodbank with specially designed boxes. • Quality of Religion and Worldview teaching is monitored and evaluated. Next steps shared with Staff • Opportunities for spiritual moments to be shared with the children by SpaceMaker sessions and discussing the ‘nows’, the ‘ows’ and the ‘wows’ of life. • Living our vision in small ways and being courageous advocates. • Living our vision and giving children opportunities to see Global Christianity in action. • CPD of RE and SIAMS lead current and fed back to staff at TDM.	• CB meeting with Barry 6th November to discuss the IQ6 and IQ7 - SIAMS process. • Spiritual Leaders to deliver a CW on a Special Foodbank appeal for Christmas Treats. • Invite Governors to monitor quality of RE with Heads Team in Autumn 2 Term. • Develop further prayer spaces in classrooms with help of Spiritual Leaders. • Continue to spread kindness in many small ways. • New cohort of Spiritual Leaders to introduce international charity with support from Stephanie. (Linking with Holy Trinity Church and contact Manor Green school in Maidenhead who are also supporting this charity.) • Feedback to Heads Team and Staff

SEND Report (See separate SEND Annual Report and SEND In A Nutshell)

Statistical Data

Year Group	Number on roll	Girls	Boys
Reception	30	13	17
Year 1	30	10	20
Year 2	30	14	16
Year 3	30	16	14
Year 4	32	17	15
Year 5	30	17	13
Year 6	30	18	12
TOTAL	212	105	107

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

Ethnicity							
Any Other Asian Background	Asia and Any Other Ethnic Group	Bangladeshi	Filipino	Indian	Other Asian	Other Ethnic Group	Other Mixed Background
1 (0.47%)	1 (0.47)	2 (0.95%)	1 (0.47%)	12 (5.7%)	1 (0.47%)	1 (0.47%)	5 (2.4%)
Other Pakistani	Pakistani	Sri Lankan Sinhalese	White British	White English	White & Any Other Asian Background	White and any other Ethnic Group	White & Asian
2 (0.95%)	2 (0.95%)	2 (0.95%)	13 (6.2%)	133 (63%)	4 (1.9%)	3 (1.43%)	1 (0.47%)
Other White British	White & Black Caribbean	White & Chinese	White & Indian	White European	White Western European	Refused	
9 (4.3%)	2 (0.95%)	3 (1.43%)	3 (1.43%)	6 (2.85%)	2 (0.95%)	2 (0.95%)	

Religion						
Anglican/ Church of England	Buddhist	Christian	Hindu	Muslim	No Religion	Other Religion
49 (23.1%)	2 (0.9%)	38 (17.9%)	7 (3.3%)	10 (4.7%)	66 (31.1%)	4 (1.9%)
Refused	Roman Catholic	Sikh				
8 (3.8%)	18 (8%)	9 (4.2%)				

Special Educational Needs and Disabilities + Disadvantaged					
Term	SEN Support	EHCP	Year	LAC/PLAC/ SC	Pupil Premium pupils total
Autumn 2025	21	5	Autumn 2025	2	13

Attendance

Attendance		Target 2025-26: 97%	
Whole School End of Year	Pupil Attendance %	Pupil Attendance %	01/09/25 – 06/11/2025
		Class	
Sept 2012 – July 2013	95.7%	EYFS	98.2%
Sept 2013 – July 2014	96.6%	Year 1	98.5%
Sept 2014 – July 2015	96.8%	Year 2	96.5%
Sept 2015 – July 2016	97.1%	Year 3	98.7%
Sept 2016 – July 2017	96.9%	Year 4	97.8%
Sept 2017 – July 2018	96.6%	Year 5	97.3%
Sept 2018 – July 2019	96.5%	Year 6	94.1%
Sept 2019 – July 2020	95.3%	TOTAL (Whole School)	97.4%
Sept 2020 – July 2021	96.7%		
Sept 2021 – July 2022	94.09%		
Sept 2022 – July 2023	96%		
Sept 2023 – July 2024	96.28%		
Sept 2024 – July 2025	96.4%		

Staff CPD training

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

Autumn Term 2025			
Date	Staff	Course/training	Lead/provider
03/09/25	All teachers	Basic Safeguarding Annual Training	AfC & DSL
08/09/25	All support staff	Basic Safeguarding Annual Training	AfC & DSL
12/09/25	Headteacher	New Ofsted Framework	ASCL
18/09/25	Bursar	Bursar Support	AfC
24/09/25	Headteacher	Ascot Cluster Heads Meeting	
30/09/25	All teachers	Music- beat and rhythm	Berkshire Music Trust
01/10/25	Headteacher	Cyber Security	National College
07/10/25	Y1 TA	Paediatric First Aid Awareness	National College
09/10/25	Headteacher	Closing the Disadvantaged Gap	National College
09/10/25	Headteacher	Attachment Aware Silver launch	AfC Virtual School
09/10/25	RE Leader	RE Network	ODBE
09/10/25	EYFS TA	Paediatric First Aid	St John's Ambulance
14/10/25	All teachers	Purple Mash Coding & Assessment	Purple Mash
16/10/25	SEND CO	SEND Leadership Forum	AfC
16/10/25	ELSA	ELSA Supervision	AfC
21/10/25	Headteacher	Pupil Premium	Marc Rowland/AfC
21/10/25	Designated Teacher	Designated Teacher Forum	AfC Virtual School
21/10/25	SIAMS Leader	Collective Worship & Spirituality Network	ODBE
22/10/25	SEND CO	EAL Network	AfC
By 03/11/25	All TAs	First Aid	National College
By 03/11/25	All TAs	Lunchtime Supervisor Role	National College
03/11/25	All teachers	Marking and feedback with disadvantaged pupils in mind	INSET
03/11/25	All teachers	Cyber Security	National College
03/11/25	All teachers	Online Safety	National College
12-14/11/25	Headteacher	Headteacher Conference	AfC
18/11/25	Attendance Lead	Attendance Network Meeting	AfC
19/11/25	2 x TA	Team Teach (Positive Handling)	AfC

Record of Governor Training/Courses Attended 2025-26

Date	Governor	Course/Training	Lead/Provider
Autumn 2025			
18 th September	Carol Elsasser	RBWM Clerk Briefing	AFC - CIM Moor Hall
22 nd September	Jo Steel	The Role of Governors in the Headteacher's Appraisal	The National College online
24 th September	David Gingell	Role of the Safeguarding Governor	AFC -Homer First School, Windsor
7 th October	Jo Steel	Guide to SIAMS	ODBE Online
7 th October	Barry Aherne	Guide to SIAMS	ODBE Online
7 th October	Andi Williamson	Guide to SIAMS	ODBE Online
8 th October	Ramsay Abbott	New Governors Induction Part 2 – The Support & Challenge Role	AFC -Homer First School Windsor
21 st October	David Gingell	SEND Understanding the national picture for Governors	Online – Achieving for Children
5 th November	Liz Walker	Governor Induction Part Four - Safeguarding: the governors' role	AFC -Homer First School Windsor

Staffing

% of our teachers taking at least 1 period of sickness absence this year	Average number of days taken	National % of teachers taking at least 1 period of sickness absence 2024/25	National Average number of days taken 2024/25
23%	1.3 days	75%	3.1 days

Staff Absence	Current year to date	Full Year 2024-2025	Full Year 2023-2024	Full Year 2022-2023	Full Year 2021-2022	Full Year 2020-2021	Sept - March 2019-2020	Full year 2018-2019
Teachers (9.0)	4	28	58.5	25 (+64 long term absence)	138 + 38 long term absence	54	22.5	60
Teaching Assistants (6.9)	6 (+24 long term absence)	47.5 (+ 14 long term ongoing absence)	87	87 (+ 103 long term absence)	189 + 31 long term absence	243.5	72	156.5
Non-teaching (3)	0.5	3 (+29 days long term absence)	2	4	19	91	1	4.5
TOTAL	34.5 days (10.5 days without long term absence)	107.5 days (64.5 without long term absences)	147.5 days	283 days (116 days without long term absence)	415 days (346 days without long term absences)	388.5 days	95.5 days	221 days

Holy Trinity CE Primary School
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Behaviour and Incident reporting
(since the last report)

- There have been no fixed term suspensions this academic year and no permanent exclusions this academic year.
- There have been no reported bullying incidents.
- We have had no incidents of racist behaviour to report.

Health and Safety & GDPR

- No data breaches to report.
- Tree branch removed and tree work undertaken on one tree.
- Staff car park and security gates to be replaced.

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?
24/10/25	Liz Walker	Collective Worship	Jo Griffith Headteacher	• Governor visit for RE	•
17/10/25	Andrea Williamson <i>Admissions link</i>	Collective Worship and Living the Vision	Jo Griffith Headteacher	• Governor visit for RE	•
01/10/25	David Gingell <i>Safeguarding Governor</i>	Safeguarding	Jo Griffith DSL	• Safeguarding audit shared • SCR check complete • Filtering & Monitoring Action Plan	• In place

Policies reviewed this term:

Standards and Curriculum Committee
SEND Policy
SEND Information Report
Forest School Policy
Finance and Resources Committee
Expenses Claims
Whistleblowing Policy
Full Governing Board
Admissions Policy and Arrangements
Equality Policy
Equality Objectives
Safeguarding and Child Protection Policy
Governing Boards Terms of Reference
Pupil Premium Statement
Pupil Premium Policy

Conclusion

The start of a school year brings with it a lot of new beginnings. We have welcomed new staff, pupils and governors this term. All the children have received new books, new stationery. Some staff have moved to a new year group. For the new starters in our Reception class, their school life has begun. We offer the children the chance to set themselves new goals and targets – a fresh start to the new school year.

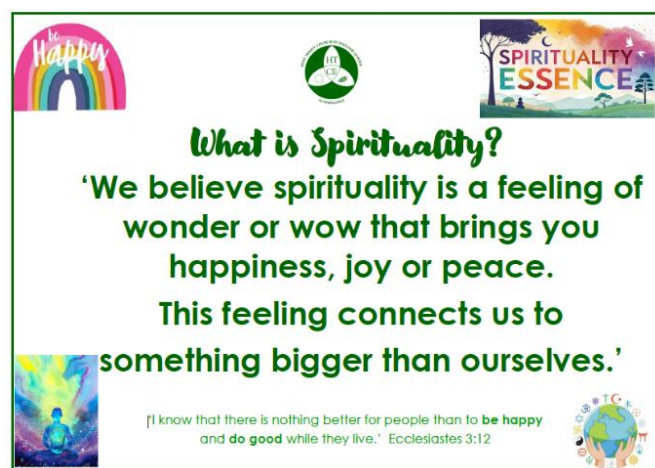
Of course, this newness and fresh feeling wears off as we move through the year. The books start to fill up, the new school shoes start to scuff. This means that we grow together as a community too. We experience school life together. Introducing our definition of spirituality alongside Spacemakers has offered lots of opportunities for us all to grow together and really notice ourselves and our surroundings. School is busy, so making the time to stop, reflect and be grateful for our community has brought us closer together.

Whilst we await the report from SIAMS, the word that sticks in my mind is PROUD. We have so much to be proud of and to celebrate in our school; having this validated externally is very gratifying!

Thank you to staff members for their contributions to this report and to Governors for your support and involvement this term.

Jo Griffith

Mrs Jo Griffith
Headteacher



GLOSSARY

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

Holy Trinity CE Primary School

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NC	National Curriculum
NOS	National Online Safety
NNEB	Nursery Nurse Examination Board (qualification)
NPQH	National Professional Qualification for Headship
NPQSL	National Professional Qualification for Senior Leaders
ODBE	Oxford Diocese Board of Education
OFSTED	Office for Standards in Education, Children's services and skills
OT	Occupational Therapy
P4C	Philosophy for Children
PE	Physical Education
PLAC	Previously Looked After Children (adopted)
PPF/G	Pupil Premium Fund/Grant
PSHE	Personal, Social & Health and Economic Education
PTA	Parent and Teacher Association
RBA	Reception Baseline Assessment
RBWM	Royal Borough of Windsor and Maidenhead
RE	Religious Education
RHSE	Relationships, Health and Sex Education
SALT	Speech and Language Therapy
SATs	Standard Assessment Tasks and Tests
SCR	Single Central Record
SDP	School Development Plan
SEF	Self-Evaluation Form
SEMH	Social and Emotional Mental Health
SENDCo	Special Educational Needs & Disabilities Coordinator
SEND	Special Education Needs and Disabilities
SFVS	Schools Financial Value Standard
SIAMS	Statutory Inspection of Anglican and Methodist Schools
SIP	School Improvement Partner
SLT	School Leadership Team
SMHL	Senior Mental Health Lead
SMSC	Spiritual, Moral, Social and Cultural
SOW	Scheme of Work
SP&G	Spelling, Punctuation and Grammar
TA	Teaching Assistant
TDM	Teacher Development Meeting
TWS	The Write Stuff
WTS	Working Towards Standard