

Holy Trinity Church of England Primary School



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Chair of the Governing Board: T. Fettes

HEADTEACHER'S REPORT (School Self-Evaluation) J.Griffith

TO THE GOVERNING BOARD OF Holy Trinity Church of England Primary School Summer Term 5th July 2022

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

To be an inspirational place of learning where:

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

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

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

School Context

- This voluntary aided primary school has 242 pupils on roll and is average in size.
- The school serves an area with a large proportion of social and economic wealth. It is in the least deprived quintile of all schools nationally in terms of deprivation.
- Pupils enter EYFS with varied abilities with the largest proportion being at average ability.
- English as a first language is 95.4% (National: 78.6% RBWM: 82%).
- The number of pupils entitled to pupil premium and Ever 6 funding is 22 (9%) and is below the national average (20.8% Jan 2021).
- 5 pupils (2%) have EHC Plans for learning difficulties, disabilities and additional needs which is below national average (3.7% Jan 2021).
- 34 pupils (14%) are on our SEN register. 29 do not have an EHCP (11.9%). This is in line with national average of 12.2% (Jan 2021).
- The gender ratio is boys: 47.9% and girls: 52%.
- Attendance target is 96%
- Attendance at Holy Trinity this year: 94.35% (National average is 92.2% March 2022)
- Persistent absence for current year is 11.9% (29 pupils). (National average is 12.1% for year 2020 - 2021)
- In 2018/19 our rate of overall absence of 3.5% was slightly below the national average for schools with a similar level of deprivation (3.9%). Our persistent absence in 2018/19 (8.2%) was in the highest 20% of schools with a similar level of deprivation. Of these absences, pupils whose first language was not English was in the highest 20% of all schools.
- In 2018/19 Holy Trinity received £965,952 in grant funding. £327,499 less than the national average.
- In 2018/19 we had a per pupil spend of £4,484. National average was £4,845.

Staffing Structure

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

Safeguarding, Health & Safety

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

Vision and Values

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

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

Curriculum & Community

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

Buildings and Premises

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

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

Annual reports to Governors in addition to this report:

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

TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Autumn 1 2021	CORE SUBJECTS: to continue to deliver excellent learning opportunities that result in high standards of attainment. Embed 'The Write Stuff' approach to writing across the school. Continue to use Recovery Premium to provide interventions for identified pupils. RHSE: To develop staff through CPD. Support parents if required. BEHAVIOUR: To explore a consistent whole-school approach to managing behaviours. INTERNET SAFETY: To ensure pupils know how to keep themselves safe on-line. PHYSICAL & MENTAL HEALTH: To focus on pupil and staff wellbeing. To improve sport & PE provision. LIFE SKILLS: To continue to provide opportunities for pupils to develop their life skills, including mindfulness. DIVERSITY: To continue to plan opportunities and activities that provide exposure to diversity for all our pupils. OUTDOOR LEARNING: To further develop outdoor learning opportunities to deliver a creative curriculum. CURRICULUM EVIDENCE: To use Big Books to show evidence of learning in Music, RE and Computing Y1 – Y6.	New EYFS Framework: To ensure EYFS staff are secure in knowledge of new requirements. Ensure EYFS curriculum is tailored to Holy Trinity pupils. Impact will show Reception pupils settle well and make good progress in their learning. EYFS staff are confident in EYFS framework and curriculum.
Term 2 Autumn 2 2021		Computing: To ensure consistency and coverage in computing curriculum. Provide CPD for staff. Utilise National Online Safety resources. Impact will show progression and coverage of computing curriculum provides exciting learning opportunities for pupils. Cross curricular links are explicit. Internet Safety has high profile across the school and community.
Term 3 Spring 1 2022		Phonics: To undertake a full audit of current phonics provision and resources and research available schemes. Impact will show teaching of phonics is faithful to one scheme throughout the school. Pupil attainment and application of phonics in writing is high.
Term 4 Spring 2 2022		Collective Worship: To review current provision and plan to involve pupils more. Explore ways to ensure Collective Worship expresses our vision. Impact will show Collective Worship is planned and evaluated by stakeholders and is unique to Holy Trinity. It is inclusive and inspiring resulting in high engagement and enjoyment for pupils and adults alike.
Term 5 Summer 1 2022		RHSE review: To revisit RHSE curriculum resources and CPD for staff. Pupil evaluation and input gathered. Impact will show RHSE provision is appropriate and tailored to Holy Trinity pupils. Staff feel confident to deliver the curriculum and parents are supported if they request it.
Term 6 Summer 2 2022		Creative Curriculum Review: To evaluate topics and curriculum coverage. Is it relevant and inspiring? Does it reflect the needs of Holy Trinity pupils? Impact will show curriculum design is bespoke to Holy Trinity and reflects the needs of our pupils and community.

QUALITY OF EDUCATION

Implementation: What have we accomplished since the last report?	Impact: How has this made improvement?	Intention: What are our next steps?
EYFS Provision		
- Continued to monitor the Nuffield Early Language Intervention programme (NELI). - Planned transition for the 2022/23 cohort. - EYFSP data harvest and submission. (80% GLD) - EYFS lead visited another setting with school leadership to seek advice and discuss good practice. - Cluster Meetings to share good practice and moderate judgements. - Transition for new intake in September (we have filled all places) has begun with parent meeting. - Internal moderating of EYFSP judgements with Y1 teacher. 12 new balance/peddle bikes & housing shed provided by RBWM	- Pupils are engaged in their curriculum. - NELI is providing intensive language and communication intervention for identified pupils. - Governors aware of revised framework and implementation at Holy Trinity. - EYFS Lead is confident in EYFSP judgements. - We have filled all Reception place for September securing sufficient funding and offering places to families in close vicinity. - Gross physical activity provision improved	- Ensure a smooth transition for new intake in September. - Ensure reading materials are fit for purpose and match phonics teaching. - Training in new synthetic phonics programme Essential Letters and Sounds for all staff delivering the daily programme. - Transition of current EYFS cohort to Y1. - Handover of information from EYFS teacher to Y1 teacher. - Ensure EYFS and Y1 cohorts in September get good use of the bikes.
Writing		
- Internal writing moderation. - LA writing moderation for KS1 and KS2. - Subject leader monitoring of lessons and pupil voice. - Continued with termly Governor visit to monitor writing progress. - Ensure pupils have adequate opportunity to apply learning in TWS across a range of independent writing. - Summer data harvest. - Subscribed to online CPD from TWS provider. - Author visit Y2 – Y6.	- LA moderation confirms all judgements are secure. - Monitoring of the teaching of writing shows consistent use of the approach across Y1 – Y6. - Online unit plans support staff in reducing planning time. - Writing is a main development focus throughout the school and remains high profile. - Governors fully informed about progress and development in Writing. - Data analysis provided evidence of progress in writing standards but still an area of focus. - English Leaders have a good grasp on standards and provision in their subject. - Pupils have the opportunity to discuss writing with an author and are inspired in their own writing.	- Continue CPD in TWS on 2022-23 SDP - Arrange cluster moderation of writing - English subject leaders to attend 'deep-dive' training. - Compare KS1/KS2 writing TA with local and national data.
Phonics		
- Researched Essential Letters and Sounds including rep visit to provide advice. - Purchased ELS. - Purchased reading books.	- Pupils still in receipt of good phonics teaching. - EYFS and KS1 practitioners access to new phonics scheme and training online.	- Audit reading books to ensure they match SSP delivery. - Deliver CPD in delivery of new phonics scheme.

• Intervention in Y1 for additional phonics provision. • Phonics screening in Y1 undertaken 80% (24 pupils) passed. This is compared to 27% (8 pupils) at the start of Y1.		• Parent workshop in Autumn term to introduce the new scheme and procedures. • Intervention for 6 pupils in current Y1 who have not achieved the expected standard in phonics.
CURRICULUM VISION		
• Governor workshop enabled all Governors to see the curriculum in detail and in action. • Curriculum Vision document used to monitor and plan going forward. • Website updating and on-going to reflect Holy Trinity curriculum.	• Governors aware of their role in knowing the vision for the curriculum at Holy Trinity. • School Leaders have a shared vision for Holy Trinity Curriculum. • Pupils are in receipt of a broad and balanced curriculum with a range of opportunities.	• All NC subject areas are explicit in explaining the vision for the subject and the curriculum as a whole. • Subject leaders are confident in curriculum choices and provision for their subject area. • Ensure parents have a shared understanding of the vision for Holy Trinity Curriculum. • Ensure our website reflects this vision and has clear areas for each NC subject. • Continue to provide time for subject leaders to prepare their vision documents for their subject area. • CPD for subject leaders on Ofsted Deep Dives. • Ensure each NC area has end point identified for each unit in each year group.
CURRICULUM IN ACTION		
• See Holy Trinity Curriculum evidence above Trips and visits • Summer visits were planned and went ahead. • Celebrating the Jubilee linked to History and RE. • EYFS and KS1: Jonathan's Jungle (linked to science and knowledge of the world) • Whole School: Fantastic Fred (mental health workshops RHSE) • Y5 to Winchester Science Centre (science) • EYFS Rushall Farm • Y5 residential to Leeson House (linked to Geography and RHSE) • Y6 Road Safety (RHSE) • KS2 author visit • Skipping workshop (PE link) • Sports in Schools challenge (PE and RHSE link) • All year groups – God's Planet theatre and workshops (RE and Geography link) • Y6 Residential to Mill on the Brue (RHSE and PE link)	• Pupils have experienced a variety of enhancements to the curriculum to make the learning 'sticky'. • All pupils have been included to ensure all benefit. • Staff have sought enrichment trips/visitors in a variety of curriculum areas. • Governors Curriculum Workshop offered an opportunity for Governors to experience the curriculum in action and see evidence of monitoring and next steps planned.	• Pupil voice – do pupils feel they are represented in our curriculum? • To continue to develop and monitor the use of Big Books for evidencing foundation subjects. • Continue to plan visits to cement learning and bring our curriculum vision to life – plan visits in September for the year and let parents know

- Y3 to Braywick Nature Reserve (Linked to science) - Y4 to Marwell Zoo (linked to science)																													
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. - Held a school celebration to commemorate Her Majesty the Queens' Platinum Jubilee	- Children and families have had access to school staff to be able to share concerns and continue to offer advice and support. - Children have had access to high quality experts in their field and a hands-on approach to learning. Examples include: ➤ Y1 – Y6 Mental Health workshops ➤ Skipping Workshops ➤ Pupils attendance at the Mayor's Jubilee celebrations ➤ Sporting Event as a whole school	- 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.																											
ATTAINMENT																													
Teacher Assessment data for EYFS, Phonics, KS1 and KS2 (pupils attaining ARE+) National data from 2019: <table border="0" data-bbox="135 1115 518 1512"> <tr> <td>EYFS GLD</td><td>80%</td><td>(71%)</td></tr> <tr> <td>Phonics:</td><td>80%</td><td>(82%)</td></tr> <tr> <td>KS1 Reading:</td><td>73%</td><td>(75%)</td></tr> <tr> <td>KS1 Writing:</td><td>50%</td><td>(69%)</td></tr> <tr> <td>KS1 Maths:</td><td>83%</td><td>(76%)</td></tr> <tr> <td>KS2 Reading:</td><td>90%</td><td>(87%)</td></tr> <tr> <td>KS2 Writing:</td><td>81%</td><td>(76%)</td></tr> <tr> <td>KS2 Maths:</td><td>88%</td><td>(80%)</td></tr> <tr> <td>KS2 GPS:</td><td>88%</td><td>(78%)</td></tr> </table> (We will receive the KS2 SATS data later this month which will also be reported to Governors) - Delivered booster sessions to identified Y6 pupils in reading, SPAG and maths. - Pupils needing catch-up intervention identified across the school and progress and impact is being monitored and tracked. - An experienced teacher employed to deliver the catch-up sessions in KS2 one morning per week (using the Recovery Premium)	EYFS GLD	80%	(71%)	Phonics:	80%	(82%)	KS1 Reading:	73%	(75%)	KS1 Writing:	50%	(69%)	KS1 Maths:	83%	(76%)	KS2 Reading:	90%	(87%)	KS2 Writing:	81%	(76%)	KS2 Maths:	88%	(80%)	KS2 GPS:	88%	(78%)	- Pupils identified have been in receipt of regular catch-up intervention (additional teaching in small groups.) Specific learning objectives have been identified by teachers and the catch-up teaching is highly focused. - Pupils' attainment has been negatively impacted by school closures (especially writing). - Pupil Progress Meetings – common barrier that has been identified by teachers is time to conduct planned interventions. Also negatively impacted by staffing absences and working in restrictive bubbles.	- SDP to continue to focus on writing - Continue with catch-up interventions and targeted support for identified pupils in autumn term financial grant dependant. - Adapt curriculum and teaching as necessary to continue to plug gaps in learning. - Attainment and progress analysed for identified groups that we are tracking carefully. - Review assessment procedures in Computing.
EYFS GLD	80%	(71%)																											
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KS2 Maths:	88%	(80%)																											
KS2 GPS:	88%	(78%)																											

- End of Year data harvest for all year groups (see data documents) - Pupil Progress Meetings conducted with teachers to identify barriers and plan next steps.		
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BEHAVIOUR AND ATTITUDES

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

- Continue to encourage pupils to 'stand up and speak out' against any discrimination or bullying behaviours. - LA SEMH intervention and support in place in school including CPD and behaviour support for an identified pupil. This support has been extended by LA to work with the family as well as pupil.	- 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.	- Work alongside LA to review our Behaviour Policy in light of SEMH project/training. - Plan Anti-bullying week 14th – 18th November 2022. Theme – Reach Out
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ATTENDANCE & PUNCTUALITY

- Attendance since 01/09/21: 94.35% - Staff absence has been high. - Requests for term-time holiday absence this year: 98 requests (not total of days) 27 authorised (not yet CSA, exams, school visits, sporting event) 71 unauthorised requests (holidays). 266 days of lost education - Persistent absence (less than 90% attendance): 29 pupils 11.9% This includes a pupil on a reduced timetable and a pupil that has had surgery with subsequent recovery time. It also includes 9 Y6 pupils who will be moving on. Of the 29 pupils 16 will be monitored closely going forward. We have referred 5 pupils to the EWO for additional support. - Letters of concern around attendance sent to parents from Headteacher. - Letter to all parents around attendance and importance of good attendance.	- Impact of covid related absence on missed learning for absent pupils and gaps in learning. - Increase in requests for term time holiday absence which has a negative impact on attainment. - Increase in extended absences to isolate before travelling to avoid catching covid. - Staff absence has negatively impacted other staff wellbeing.	- Continue to work with the EWO and families whose attendance is causing concern. Offer support where possible. - Continue to send letters of attendance concern to parents. - Engage with the LA on the ERSa programme (Emotionally Related School Avoidance) with a view to supporting identified pupils. - Receive confirmation from EWO/RBWM regarding government plans to issue absence fines to all unauthorised absences going forward. - Confirm school start time from September 2022 with FGB. Communicate this to parents.
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EWO commented that our attendance is comparatively good.		
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PERSONAL DEVELOPMENT

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

- Provided opportunities for pupils to develop their confidence and public speaking skills for the Y6 Performance - We continue to seek ways to provide opportunities for pupils to develop their own interests and talents and share them with the school, celebrating successes as well. - School values and vision discussed through CW and on-going. - Pupils have been inspired to raise funds through our Sports For Schools sponsored event. - Pupil Leaders in Y6 have taken on their roles and responsibilities. - Charters students are volunteering their time. - Digital Leaders are leading a weekly Computing Club. - Provided Years 5 & 6 with broader experiences on their residential visits. - New balance bikes (and shed!) provided by LA for EYFS and Y1 development	- Y6 Pupil Leaders have grown in confidence and shown great leadership skills when organising and presenting to our school family and visitors. - Digital Leaders are supporting their peers in developing coding skills. They are leading the Club. - Our termly values were still discussed and explored through virtual Collective Worship promoting pupils' character development and understanding. - Pupils are exposed to discussions about tolerance and respect often. They have the chance to see others' views and show respect. - Road safety is a key outcome of bike-ability alongside cycling skills and confidence.	- Continue to develop the pupil leadership roles to provide opportunities for pupils to use personal skills and share ideas about how to shape/grow the role. - Explore opportunities for pupils to compete with cluster schools. - Y6 pupils in September to apply for pupil leadership roles. - Ensure Buddy system is in place for EYFS transition. - CDP for staff using the balance bikes with their class
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PHYSICAL HEALTH

- Actively celebrating pupils sporting achievements outside of school in celebration assemblies, newsletters and displayed in school. - Swimming has gone ahead for years 5 & 6 this term to compensate for lost learning during school closures. - After/before School Clubs have gone ahead this term to provide opportunities for pupils to develop their physical health.	- Continuing with club provision and encouraging uptake is having a positive impact on pupils' physical health. - Pupils in Y5 & Y6 have enjoyed swimming and benefitted from the impressive facilities and specialist teaching. - Funds raised during the sponsored sporting event provide new sporting equipment for school and also inspired pupils with a visit from a British Paralympian Athlete. - Lots of opportunities for pupils to engage in physical activities to	- Investigate the possibility of an all-weather running track around the field. - Plan for playtime activities to engage pupils. - KS2 Adventure Playground to be built (w/c 11th July). - Physical health elements of new RHSE curriculum to be secure. - Engage in Inter-Sport competitions and festivals with the local cluster. - Continue to promote the Daily Mile and the possible future all-weather track
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- Sports in Schools sponsored event took place. - Skipping workshops for the whole school. - EYFS NHS Health Screening took place. - Wentworth Tennis coaches delivered a session to KS1 to talent spot and offer any places. - Y3/4 Rounders tournament at Charters. - Whole school Sports Day celebrated with parents invited.	support mental wellbeing and physical health.	
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MENTAL HEALTH

- Staff Mental Wellbeing survey conducted. - SMHL training completed (DfE funded). - ELSA support is available for identified pupils. - Performance Appraisal focus on staff wellbeing to offer opportunities to discuss any concerns. - Nurture Groups running in school. - SEMH project from LA on-going.	- Points raised in staff survey to be included in SDP going forward - Staff are aware of the Staff Wellbeing Policy and how to seek support if needed (two staff members have accessed support when signposted to it and have found this support helpful). - Nurture Groups provide support to pupils with friendship/social interaction difficulties in a safe way. - SEMH intervention from LA providing support for pupils and staff in behaviour management strategies.	- Monitor impact of SEMH project and consider how to resource future need. - Monitor aspects of mental health in RHSE curriculum. - Consider sourcing additional ELSA support. - Continue to provide support for pupils as identified by class teachers/parents.
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CHRISTIAN DISTINCTIVENESS

- Rev'd Jon has delivered Collective Worship in school in person! - RE leader attended training on assessment in RE. - RE leader produced child-centred knowledge organisers to aid assessment in RE. - Raising funds for Ukraine relief. - God's Planet theatre/workshop day for the whole school.	- 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.	- Appoint new Spiritual Leaders for 2022-23 & SIAMS Leader to engage them in plans and evaluation of Collective Worship. - RE Leader to work with pupils to develop Prayer Spaces around school inside and out. - Familiarise ourselves with the recently published 'Guidance for Collective Worship' document to ensure we are at least compliant. - Leavers' service to go ahead for the community.
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- Theatre day provided pupils with a sense of our responsibility to looking after our planet.

LEADERSHIP AND MANAGEMENT

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
LEADERSHIP		
• Staffing structure in place for September. • ECT continues to be well supported by her mentor. • SDP for 2021-22 ongoing evaluation in place. Contributed to by all subject leaders. • Teachers Performance Appraisal. • Supporting EYFS in the new framework and curriculum design and provision. • Purchased new Phonics scheme. • Managed high numbers staffing absences and continued to provide high-quality face-to-face education for all pupils. • Ongoing development of subject leaders to ensure every subject is well-led and managed. • Safeguarding is well managed and DSLs are all able to respond to needs as they arise. <u>Governance</u> • Governor Visits conducted in line with SDP. • Support and challenge for Headteacher. • Work alongside Governors to ensure all are aware of the curriculum at Holy Trinity.	• Staff supported and developed in their roles (see CPD record). • School Leaders accessible to all staff for support. <u>Governance</u> • All scheduled meetings have gone ahead providing strategic direction and support to the leadership. • Governor training has continued virtually/in person to ensure all governors are fulfilling their roles. • Governor biographies ensure transparency and inform parents/prospective parents of the role of the governors in the leadership of the school. • Governor visits linked to SDP and actions from previous visits are on-going monitoring and challenge. • Headteacher feels fully supported by Governing Board to deliver SDP and fulfil responsibilities.	• Ensure subject leaders have sufficient time to fulfil their responsibilities. • Continue to seek and provide high-quality CPD for subject leaders. • Secure a successful transition for our new EYFS pupils. • Produce SDP for 2022-2023 • Plan monitoring programme incorporating Subject Leader time. • Subject Leaders to produce HUGGS for 2022-2023. • Undertake statutory Reception Baseline Assessment in autumn 2022. • Support the successful implementation of the new phonics scheme of work. • Review parent views shared via parent questionnaire and consider in priorities going forward. <u>Governance</u> • Fill staff Governor vacancy and begin induction process. • Roles and responsibilities of Governing Board linked to SDP priorities. • Continue to plan Governor visits linked to SDP and actions from previous visits. • Continue to attend training. • Ensure Governor area of website provides biographies for all governors. • Explore the options of academisation as set out in the White Paper.
FINANCE		
• 2022-2023 Budget approved.	• Recovery Premium (Catch-up funding) being used well to benefit identified pupils that	• KS2 playground work to commence w/c 11th July. Risk assessment to be written.

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• 3-year Budget 2022 – 2024 submitted to LA. • Applied for funding from the Diocesan condition grant to repair the roof. • New Grounds Maintenance contract in place that is fit for purpose. • Financial implications of double intake year leaving Summer 2022 considered and planned for. • Phonics and reading scheme purchased. • Work from tree survey undertaken. • Applied to Parish Council for funding to extend the staff carpark.	have been disadvantaged due to school closure. • F&R are fully aware of budget projections in light of reduction in pupil numbers going forward. • Budget reflects upcoming reduction in pupil numbers and plans for it accordingly.	• Pursue the set-up of a school credit card. • Recruit 1 x TA for KS2 vacancy. • Explore revising Letting Policy to charge for external club provision from September 2022. • Staffing car park extension to be arranged – funding from Parish Council to be secured. • Ensure any outstanding actions on Health and Safety action plan are actioned in a timely manner. • Continue surveying oak trees for OPM and plan any needed action. • Renewal of whiteboard technology in classrooms - rolling programme going forward. • Plan on appropriate spending of Recovery Premium 2022-23 (approx. £2K) • Explore financial implications of becoming an academy. • Plan for altered TA contracts in light of The White Paper 23.5hr school week.
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SAFEGUARDING

(See also Annual Safeguarding Report to Governors)

• Governors safeguarding visit. • On-going update meetings with DSLs in school taking place to ensure transparency and support. • DSLs undertaking work to support families. We currently have one family on a Child In Need plan. • Concerns are reported in a timely manner to AfC. • DSLs attended LA DSL training.	• SCR full and up to date. • Induction Folder comprehensive and effective for new staff members. • All actions from last year's Safeguarding Audit are completed. • Pupils that need support are identified by robust internal processes and appropriate support is sought.	• Complete AfC Safeguarding Audit at the end of the year. • Update Safeguarding and Child Protection Policy in light of changes made to KCSIE. • Ensure all staff are in receipt of safeguarding update training in Autumn. • Ensure safeguarding is an agenda item on all meetings. • Prepare Annual Safeguarding Report for Governors in Autumn term. • Ensure all safeguarding records are transferred to new schools for pupils who are leaving us. • Ensure SCR is updated to reflect any staff changes.
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STAFF

• Performance Appraisal for teachers complete. • Continued to provide support and monitor progress of ECT. • Navigated high numbers of staff absence. • See training log for on-going CPD.	• We retain high quality teaching staff across the school. • Performance Appraisal for teachers (including wellbeing) focusing on SDP priorities. • CDP has been focused on SDP and identified development from Performance Appraisal meetings.	• Appoint 1 x TA FT equivalent. • Appoint a class teacher for maternity cover. • Plan staffing CPD based on SDP and identified areas of individual development. • Continue to provide CDP for subject leaders. • Explore additional ELSA provision.
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- Office staff Performance Appraisal conducted. - TA Performance Appraisals conducted.		Support ECT through second year.
STAFF WELLBEING		
- Assistant Head successfully completed Senior Mental Health Lead training. - Focus placed on staff wellbeing during Performance Appraisal discussions and target setting process. - Continued to signpost staff to support if needed. - Staff mental wellbeing survey conducted.	- Staff know how to access support if needed. - Performance Appraisal discussions are an opportunity for staff to share any concerns about wellbeing. Mental First Aiders on staff team to support if need identified too.	- Staff fitness club to continue. - Review staff workload as part of a staff wellbeing questionnaire. - SMHL to follow on actions resulting from staff survey.

Reports from Assistant Headteachers

Mrs Carmel Barnes

Key responsibilities:

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

Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
• Communication of SMHL project to stakeholders and identify quick wins for staff focus. • Complete Performance Appraisal of three remaining TA staff as a priority after February half term. • Action from Diocesan training and feedback from the pupils about living our vision through CW - use of outdoor spaces, collective worship tables and introduction of prayer spaces around the school. • Celebrate and display children's learning in RE. • Spiritual Leaders to become empowered to lead CW in Summer Term. • SIAMS meeting scheduled for May 2022 with Marion Standing (Diocesan Advisor). • Essential Letters and Sounds purchased as robust phonics programme for Year R and Year 1 to commence September 2022. • Accomplished data harvest for Summer Term, data. Analysed and priorities fed back into SDP. • Continue to support families experiencing difficulties through DSL role.	• Staff meeting and TA meeting held regarding wellbeing and mental health. 23/29 members of staff completed a questionnaire. Report Highlights ○ 96% of staff feel they would be supported if approached about wellbeing. ○ 100% of staff agree that SLT take active steps to support wellbeing of staff. ○ Reasons for stress/unhappiness:- Accountability, workload, work-life balance, relationships with parents. Equally 7 members of staff have not felt any stress/unhappiness. ○ 87% of staff felt they are encouraged to speak openly about their mental wellbeing. ○ Time is the most important magic wand for self and to communicate with team. • Performance Appraisal of all staff complete. • Feedback from CW vision discussion communicated to all staff. CW planning updated to include living our vision and introduction of each class setting up and leading us in prayer each week. Prayer spaces have been discussed and challenged staff to identify areas in classroom. • Spiritual Leaders led us in our Easter Service. Lovely performances dance, music, drama and artwork. • Understanding of the SIAMS requirements and a priority for next academic year to audit 7 strands via SEF. • Phonics scheme purchased for September 2022	• Investigate ways of giving Teams time together in the school day. • CW and prayer spaces outside – to be carried forward into next years planning. Meeting room and classrooms to have vision displayed as a vinyl wall sticker. • Continue to celebrate and display children's learning in RE. • Build Spiritual Leaders Team for 2022-2023 • SIAMS focus of SDP plan 2022-2023. To create SEF creatively (excellence on a page). What do we do that other good schools don't? • RE focus for SDP • Assess impact of new phonics scheme across EYFS and Year 1.

Stacey Harding

Key responsibilities:

- School Council
- PTA link
- TA Lead
- English KS2
- P.E. and School Sports Leader
- Student Placements
- Performance Management
- DDSL

Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
School council meetings – pupils spoke to their classes about films for Film Night & and rules to be broken for Break the Rules Day.	Pupils feel involved in decisions that matter to them. 'Break the Rules' split into KS1 and KS2 – more age appropriate for teachers to manage the day.	- Continue with School Council meetings. - Discuss P.E. equipment to be purchased with money from Nerys Pearce sponsored event. Involve house and vice captains in this too. - In new academic year, School Council to discuss charity / charities to support with classes. - Organise school council trip.
PTA meetings attended – PTA provided cup cakes for Platinum Jubilee celebration. Liaised with PTA about summer fair stalls.	Invitation to PTA to attend whole school, maintaining sense of community.	Continue to attend meetings and liaise with PTA on future fundraising events.
Spoke to all TAs individually regarding preferences for next year and general well-being. Fed back to TAs individually about their positions next academic year.	TAs feel listened to – they have a voice. Individual discussions, as opposed to TA meetings, allow all TAs to have their say.	Continue to maintain and further build positive relationships, making sure all staff feel valued and ensuring high staff morale.
Organised subject leadership time for History / geography leader and music / maths leader. Released DT / Science lead for subject leadership time.	Subject leaders have time to see their subject in action – with children in classes. They are able to complete monitoring; therefore, reducing the amount of time spent on subject leadership during PPA and in own time.	- Organise subject leadership for those teachers who have not yet had it. - Ensure subject leadership time is planned in for next academic year.
- Liaised with House and Vice Captains who have helped with recent sporting events - Sports Days and Nerys Pearce sponsorship event - Arranged Nerys Pearce sponsored event and skipping workshops for whole school. - Organised KS2 Sports Day - Run netball club (spring term) and athletics club (summer term). Sent two netball teams to cluster competition, one of which won competition. - Organisation of inter-house competitions	- Leadership development for children in year 6 ahead of heading to Secondary School where they may complete leadership requirements as part of subjects studied. - A sense of community – older children leading, encouraging younger ones; acting as role models. - Nerys Pearce – sponsored event – was inspirational. Huge pupil engagement. Motivational talk linked with school values. Raised a huge amount of sponsorship money, which will be spent on P.E. equipment to ensure and improve resources available and therefore impact children's engagement and learning experiences.	- KS2 House Rounders tournament – house and vice captains to lead teams. - Discuss with pupils / School Council / house and vice captains P.E. equipment to be purchased with money raised from Nerys Pearce sponsored event. - Continue to liaise with office staff and outside agencies concerning extra-curricular sports clubs. - Continue to increase participation in extra-curricular sports clubs, look at groups attending i.e. gender, pupil premium.

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- World Book Day – March – whole school dress up and 'Masked Reader' videos. - Visiting author Kerry Gibb – assembly for years 2 – 6. Engagement high. - English curriculum page revamped and updated on website to include TWS and other recent initiatives.	- Profile of books, reading and writing raised through World Book Day activities. - Providing inspiration – visiting local author. - Up-to-date communication with parents about English.	- Writing Wall of Fame to be updated half termly and pieces of work celebrated on website. - Set up a fully functioning library for next academic year. - Complete yearly planning for English. - TWS training on inset day – September 2022 - Put videos on website explaining TWS and its core tools and how they are implemented in the classroom.
Organisation of catch-up funding intervention groups years 1- 6	Targeting of pupils who need specialist support with writing and reading skills.	Analyse data for these groups of pupils. Did the catch-up intervention make an impact?

SEND Report

SEND & INCLUSION – July 2022

(See also SEND Annual Report to Governors November 2020)

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
- Continued access to SENCo forums and meetings to share good practice - Ongoing liaison with external professionals such as SALT, OT, Educational Psychologist, Shine Team to support pupils effectively - Several more pupils have been referred to CAMHS for assessment and a further 2 pupils have been diagnosed with ADHD - Continued support for parents and sharing of information such as workshops and courses. - Pupil progress meetings and SEND data reviews enable identification of support needs for individual pupils - Reverting school to pre-covid set up (no bubbles) has enabled more interventions to be delivered for core subjects; SEND progress across the school is good - Liaison with RBWM continues for EHCP pupils to consider appropriate settings - RBWM's SEMH project (additional adult) support for a pupil with high needs (not EHCP) has been extended until end of this summer term - Continued to prioritise pupils for emotional literacy support from ELSA. - Boxall Profile online system has been used to set targets for most pupils accessing ELSA - Transition has been carefully planned for specific pupils leaving at the end of year 6 this summer; this has included additional school	- Pupils' needs continue to be monitored so that intervention is appropriate to maximise progress. - Continued communication with parents ensures they know their concerns are being heard and addressed. - Continued liaison with external professionals, including referrals, means that pupils receive appropriate support at the earliest opportunity. - Boxall profiling enables identification of specific, measurable targets to be set for specific pupils. - SEMH team support for one pupil has provided additional adult which has helped to improve monitoring of incidents and reduce conflicts with peers - Effective transition programmes should reduce anxiety over moving into secondary schools	- Review training needs of staff to ensure that we can support pupils' needs in school. - Ensure that support staff are deployed where their expertise can directly help pupils make progress - Continue to ensure that intervention and support is put in place as early as possible. - Progress with a new EHCP Needs Assessment request and continue to challenge funding and / or placements for those with EHCPs. - Continue to share training information on best practice as well as resources with class teachers and TAs - Extend Boxall profiling for all pupils with social and emotional needs; set targets and share with class teachers. - Review (and repeat) Boxall profiles so that progress can be monitored - Implement method for recording interventions with pupils to provide evidence of support - Develop further expertise in supporting EAL pupils in school

visits and meetings between school SENCOs as well as ELSA involvement • We have supported 2 Ukrainian pupils who joined in May		
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Curriculum Subjects Focus

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

Reading

At Holy Trinity we believe that every child is a reader. Reading feeds pupils' imaginations and opens the world up to them. It enables them to access all areas of the curriculum and beyond.

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

- Become a fluent reader who demonstrates good understanding
- Develop a habit of reading widely and often for a range of purposes, including for pleasure and enjoyment and for information
- Be exposed to and appreciate a wide range of genres of texts, including diverse texts from different cultures
- Access and acquire a rich, wide vocabulary
- Discuss what they read in order to improve and explore their understanding and develop and explain their thoughts clearly

At Holy Trinity we are committed to ensuring all children have full access to a rich and varied reading diet. Pupils have access to a wide range of texts through our reading scheme, class libraries, school library, Bug Club and planned curriculum. They practise, learn and apply reading skills across the whole school curriculum. They read individually, in pairs, in small groups and as whole classes.

Implementation of the Reading Curriculum at Holy Trinity

Reading is largely focused on two strands: word reading (decoding) and comprehension (both listening and reading).

Early Reading

- Pupils in EYFS and Year 1 are taught phonics, through the use of the Essential Letters and Sound programme, which incorporates the skills of decoding, blending, comprehension and fluency.
- In Year Two, pupils continue working on these early reading skills but with a greater emphasis on fluency, comprehension and spelling.
- Teaching of phonics continues into KS2 for a small number of children who have small group or individual intervention, depending on their need. Programmes for this intervention include Precision Monitoring, Apples and Pears and individualised Specific Literacy Programmes.

Comprehension

Comprehension skills are learned with reference to the curriculum domains outlined below.

KS1 Curriculum Domains

- Draw on knowledge of vocabulary to understand texts
- Identify / explain key aspects of fiction and non-fiction texts
- Identify and explain the sequence of events in texts
- Make inferences from the text
- Predict what might happen on the basis of what has been read so far.

KS2 Curriculum Domains

- Give / explain the meaning of words in context
- Retrieve and record information / identify key details from fiction and non-fiction
- Summarise main ideas from more than one paragraph
- Make inferences from the text / explain and justify inferences with evidence from the text
- Predict what might happen from details stated and implied
- Identify / explain how narrative content is related and contributes to meaning as a whole
- Identify/explain how meaning is enhanced through the choice of words or phrases

These curriculum domains are learned in a variety of ways including the following:

- Discrete whole-class reading sessions
- Group reading sessions
- VIPERs sessions
- Drama strategies / activities
- Across all curriculum lessons

Text Choices

- Many of the high-quality texts we choose have cross-curricular links, which we believe improves both the engagement and understanding of pupils.
- We select a variety of genre of text, including the use of culturally diverse texts, to widen pupils' linguistic knowledge and knowledge of the world.
- In addition to texts used in class lessons, reading lists are provided for all year groups as guidance for further reading.

The Impact of the Reading Curriculum at Holy Trinity

Pupils encounter a rich and diverse range of high-quality texts that enrich their vocabulary and broaden their horizons through the joy of literature in its many forms. This opens their access to all curriculum areas and encourages a passion for reading both for information and understanding, and for pleasure.

Pupils leave Holy Trinity with the reading skills required to succeed and flourish at their chosen secondary school and beyond in the wider world. Many pupils leave us as avid readers with a love of reading for life.

How Does Reading fit in to our school vision?

To be an inspirational place of learning where:

Vision statement:	reading links/actions:
We facilitate opportunities so every child can flourish in a place where they feel safe, happy and confident. 	• Pupils' progress in reading continues to be celebrated through various reward systems within classes and whole school • Pupils' progress is reviewed regularly to ensure correct book band level to ensure challenge whilst maintaining / improving confidence • Develop more opportunities for pupils to access the school library and a buddy / pupil librarian system for interaction between different key stages • Continue with intervention and support programmes to ensure all pupils become confident readers
Staff wellbeing and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal fulfilment. 	• Staff supporting pupils with reading are given training to build confidence and competency • Training to be provided for all teachers and support staff who will be implementing new phonics programme, 'Essential Letters and Sounds'. • Continue to involve teachers in choices of high-quality texts for their year groups • Colleagues share best practice, maximising expertise and supporting on another.
The school provides facilities that enable an optimum learning environment. 	• Pupils have access to a wide range of books in school: in class, across subject areas and through class and school libraries, some of which are available to be taken home. • Pupils access a reading scheme from EYFS through to year 6, ensuring pupils have independent access to books at their individual level. • Reading scheme in EYFS / KS1 to be reviewed to ensure its place within the new phonics programme • Pupils have access to e-books through Bug Club at home and at school.

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



- Pupils benefit from reading with volunteer readers from our school community, including parents, grandparents and governors.
- Pupils read and act at church services.

Writing

At Holy Trinity we believe that all children, given the right tools, can become confident writers who have the ability to express themselves clearly and appropriately in a range of contexts both within the school community and beyond.

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

Write fluently, demonstrating a good understanding of phonics (understanding of relationship between sounds and letters), and the morphology (word structure) and orthography (spelling structure) of words

Articulate, communicate and organise ideas coherently for the reader

Understand and use an increasing range of grammar and vocabulary

Write for a range of purposes and audiences within different contexts

Plan, revise and evaluate their writing.

Write in a consistently fluent and legible handwriting style at a productive speed.

Implementation of the Writing Curriculum at Holy Trinity

Writing is focused on two strands: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).

Transcription

Spelling is taught through identifying letter patterns, suffixes and prefixes, spelling rules and word origins. Meaning of words is taught alongside spelling. These skills are learned through a variety of activities including through the use of Readwriter, which children access in school and at home.

Handwriting is explicitly taught from when the children join in EYFS. In year one, the children secure their precursive script and then move onto cursive in year two. Cursive script is consolidated in years three and four. Intervention is provided for children in years 5 and 6 who have not secured a fluent script at an appropriate speed.

Composition

At Holy Trinity we believe that reading greatly impacts upon writing; therefore, we link much of our teaching of writing to the high-quality texts that we are reading in class. Many of these texts link to other curriculum areas, which increases pupil engagement and provides a wealth of opportunities for writing for a range of purposes and audiences. Additionally, it allows for subject-specific vocabulary to be reinforced and revisited and pupils' understanding to deepen and become embedded.

Grammar and punctuation is taught in discrete lessons and revisited little but often during starters to English lessons. This 'walking the wheatfield' approach referred to by Pie Corbett cements the children's understanding and aids application of this in their writing.

We use 'The Write Stuff' to explicitly teach writing. It is a systematic, mathematical and structured approach to teaching the process of writing. The foundation of TWS approach is a visual representation of the three zones of writing - ideas (vocabulary), tools (grammar & punctuation) and techniques (literary devices) - called The Writing Rainbow. Within TWS units there are 'Experience' lessons that engage and excite the children, often generating vast amounts of vocabulary that is later used in 'Sentence Stacking' lessons that model and scaffold writing. Children go on to write independent pieces applying the ideas, tools and techniques explicitly taught in these sessions.

The Impact of the Writing Curriculum at Holy Trinity

Pupils acquire an excellent knowledge of grammar and punctuation as demonstrated in our end of KS2 attainment data in the grammar, spelling and punctuation test.

Pupils leave Holy Trinity able to express themselves confidently, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. They are well prepared for the writing demands of secondary school.

How Does Writing fit in to our school vision?

To be an inspirational place of learning where:

Vision statement:	Writing links/actions:
We facilitate opportunities so every child can flourish in a place where they feel safe, happy and confident. 	• The Write Stuff's visual representation of the three zones of writing aids all pupils' understanding, including those with SEN. • The modelling and scaffolding of the writing process in Sentence Stacker lessons supports less able and SEN pupils, allowing them to feel ownership over the writing they produce and a sense of achievement. • Continue to use Sentence Stack displays in classrooms to celebrate pupils' writing. • Continue to use the Writing Wall of Fame and Star Writer certificates to celebrate pupils' writing. • Include Writing Wall of Fame and Star Writer pupils in newsletters and on the website. • Provide workshop / video for parents about TWS.
Staff wellbeing and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal fulfilment. 	• TWS unit plans purchased to reduce teacher workload. • Staff signposted to online resources / social media to reduce workload. • Ensure time for peer observations of TWS / Sentence Stacker lessons. • Whole-school training planned for next academic year. • Provide further opportunities for staff discussion to share best practice on incorporating other aspects of writing into TWS units and increasing opportunities for independent writing.
The school provides facilities that enable an optimum learning environment. 	• Classes provided with TWS resources – both teaching / display resources and individual resources to support pupils' learning. • Encourage further use of Forest School / outside environment as a hook to start off writing units through roleplay or drama. • Continue to use online learning tools such as Readwriter and Purple Mash. • Research other online learning that may be available to enhance writing skills.
The school plays a central role within our community and enjoys strong links with the church, local companies and other schools. 	• Continue to attend cluster school writing moderation meets. • Provide more opportunities for pupils to write for the newsletter. • Form relationships with other schools in the Borough using The Write Stuff.

Geography

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

As a valued part of the curriculum, Geography is taught through topic work, rather than as a discrete subject wherever possible. This has enabled more cross curricular links and a wider teaching of Geography in school to make learning both meaningful and memorable. The intent of our curriculum is to inspire a curiosity and fascination about the world. The curriculum is designed to allow children to deepen their knowledge about diverse places, people and resources as well as natural and human environments. Our aim is to help our children develop into curious and considerate global citizens.

Implementation of the **Geography** Curriculum at Holy Trinity

The Curriculum is largely focused around 4 key areas:

- **Locational Knowledge**
- **Place Knowledge**
- **Human and Physical Geography**
- **Geographical Skills and Fieldwork**

We aim to develop meaningful links across curriculum subjects for pupils to be able to apply and practice their geographical skills. These lessons include a range of different activities allowing the children to develop a deep contextual knowledge of significant places and events; an understanding of key human and physical geographical features of the world; and a range of geographical skills which increase over time. These lessons may include investigations and exploratory work, map reading and construction, direct teaching and practical fieldwork.

In support of the above, children have access to a range of wider curriculum opportunities to support their learning. This may include trips and visits, workshops, clubs, roles of responsibility and residential visits in the later years. These all combine to enable pupils to identify as geographers within real life contexts and experience life as global citizens.

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

In offering our children an experience where they can be curious, ask questions and explore, and teaching them the skills to contribute effectively within our school, the community and the wider world, we have given them the confidence they need to prepare them for becoming valued and considerate global citizens.

How Does Geography fit in to our school vision?

To be an inspirational place of learning where:

Vision statement:	Geography links/actions:
We facilitate opportunities so every child can flourish in a place where they feel safe, happy and confident. 	• Ensure trips and visits are planned and delivered effectively and regularly in every year group to inspire learning • Offer cross-curricular learning opportunities to enable children to make connections and explore an in-depth curriculum • Share examples of learning and achievement within the school through displays, photos, work samples as well as celebrating achievements with families on the school website and in the newsletter
Staff wellbeing and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal fulfilment. 	• Provide CPD for staff in the geography National Curriculum • Ensure resources are available and of a high standard to enable staff to undertake their job effectively and efficiently • Use specialist companies when appropriate to deliver high quality and inspiring sessions as part of the learning journey
The school provides facilities that enable an optimum learning environment. 	• Ensure pupils have access to high quality resources • Geographical resources and displays are an embedded part of our school environment • Ensure children's work is celebrated and shared throughout all available platforms: classrooms, corridors, communal areas in school, through topic books, on the website, in home learning projects etc • Immerse children in rich topic-based learning by making links whenever appropriate
The school plays a central role within our community and enjoys strong links with the church, local companies and other schools. 	• Where possible make local links within our topic-based approach through trips and visits • Forge links with other Geography subject leaders across the local cluster • Where possible ensure that field work is combined with making links in the local community

Statistical Data

Number on roll										
Below is a chart showing the number of pupils for week ending – 05/11/2021										
Year Group		Number on roll			Boys			Girls		
Reception		30			11			19		
Year 1		30			16			14		
Year 2		30			14			16		
Year 3		30			17			13		
Year 4		31			19			12		
Year 5		30			12			18		
Year 6		61			27			34		
TOTAL		242			116			126		
First Language										
Albanian	Bengali	Bulgarian	Chinese	English	Ukrainian	Lithuanian	Panjabi	Polish	Refused	
1	1	1	3	230	2	1	1	1	1	
0.41%	0.41%	0.41%	1.23%	95%	0.82%	0.41%	0.41%	0.41%	0.41%	
Ethnicity										
Bangladeshi	Black & any other Ethnic Group	Chinese + Any Other Ethnic Group	Filipino	Indian	Other Asian	Other Black	Other Ethnic Group	Hong Kong Chinese		
1 (0.41%)	1 (0.41%)	1 (0.41%)	1 (0.41%)	9 (3.71%)	1 (0.41%)	1 (0.41%)	1 (0.41%)	1 (0.42%)		
Other Mixed Background	Other Pakistani	Refused	Turkish Cypriot	White and any other Asian Background	White and Black African	White and Black Caribbean	White and Chinese			
2 (0.82%)	3 (1.23%)	1 (0.41%)	1 (0.41%)	9 (3.71%)	2 (0.82%)	4 (1.65%)	2 (0.82%)			
White Eastern European	White English	White and any other Ethnic Group	White European	White Irish	White Other	White Western European	Other White British	White and Indian		
5 (2.1%)	165 (68.2%)	8 (3.3%)	4 (1.65%)	1 (0.41%)	5 (2.06%)	8 (3.3%)	4 (1.65%)	1 (0.41%)		
Religion										
Anglican	Christian	Church of England	Church of Ireland	Hindu	Jewish	Muslim	No Religion			
5 (2%)	49 (20.2%)	78 (32.2%)	3 (1.24%)	1 (0.41%)	2 (0.82%)	6 (2.5%)	56 (23.1%)			
Other Religion	Refused	Roman Catholic	Sikh	Buddhist	Methodist					
3 (1.24%)	8 (3.3%)	19(7.8%)	10 (4.1%)	1 (0.41%)	1 (0.41%)					
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			
Summer 2022	29	5	Summer 2022	1	22	1	24			

Attendance

Attendance		Target 2021-22: 96%	
Whole School End of Year	Pupil	Pupil Attendance % 01/09/21 – 17/06/2022	
	Attendance %	Class	
Sept 2012 – July 2013	95.7%	EYFS	94.1%
Sept 2013 – July 2014	96.6%	Year 1	93.5%
Sept 2014 – July 2015	96.8%	Year 2	93.5%
Sept 2015 – July 2016	97.1%	Year 3	95.6%
Sept 2016 – July 2017	96.9%	Year 4	95.8%
Sept 2017 – July 2018	96.6%	Year 5	94.4%
Sept 2018 – July 2019	96.5%	Year 6	94%
Sept 2019 – July 2020	95.3%	TOTAL (Whole School)	94.35%
Sept 2020 – July 2021	96.7%		

Staff CPD training

Autumn Term 2021			
Date	Staff	Course/training	Lead
01/09/21	All teachers and TAs	Safeguarding – basic Awareness and KCSIE updates	Jo Griffith
13/09/21 and ongoing throughout the year	1 x teacher (ECT)	Early Career Teacher training	UCL
13/09/21 and on-going throughout the year	1 x teacher	ECT Mentor training	UCL
13/09/21 and on-going throughout the year	1 x teacher	ECT Induction Tutor training	UCL
22/09/21	SENCO	SEMH Network	RBWM
30/09/21	1 x teacher	Ofsted Deep Dive	RBWM
30/09/21	Headteacher	Oxford Diocese network	Oxford Diocese
04/10/21	SENCO/DSL	Safeguarding Conference	RBWM
06/10/21	Bursar	Bursar Support	RBWM
15/10/21	Headteacher	Education Leadership Forum	RBWM
15/10/21	Headteacher	The Power of a Well School	ASCL
18/10/21	DSLs x 4	DSL Network/update	RBWM
04/11/21	Bursar	SFVS	RBWM
06/12/21	1 x TA	First Aid training	St. John's Ambulance
Spring Term 2022			
04/01/22	Teachers	INSET – Subject Leadership/Monitoring	Assistant Headteachers
12/01/22	1 x teacher	Mentor Training for SCITT student	RBWM
18/01/22	Teachers	The Write Stuff	English Leader
19/01/22	SENCO	SEMH Network	RBWM
24/01/22	1 x TA	Defibrillator training	St. John's Ambulance
24/01/22	Headteacher	Diocesan Network	Oxford Diocese
24/01/22	Headteacher	Asbestos training	RBWM
28/01/22 (on-going throughout the year)	SMHL (1 x Assistant Headteacher)	SMHL Training	DfE
02/02/22	Bursar	Bursar Support	RBWM
11/02/22	RE and CW Leader	Collective Worship & Spirituality	Oxford Diocese
11/02/22	Headteacher	Education Leadership Forum	RBWM
15/02/22	EYFS Lead	EYFS Cluster Meeting	Ascot Cluster
01/03/22	SENCO	SEND Conference	RBWM
03/03/22	Headteacher	Ofsted Safeguarding Webinar	Ofsted
07/03/22	Art Leader	Art Subject Leadership	CJS
07/03/22	4 x DSLs	DSL Network update	RBWM
08/03/22	All teachers & TAs	SEMH training	RBWM
09/03/22	1 x Teacher	ECT Mentor Training	UCL
17/03/22	RE Leader	RE Moderation	Oxford Diocese
21/03/22	English Leader	Reading Subject Leadership	Courthouse Junior School
22/03/22	Headteacher	Educational Visitors Coordinator Training	AfC
30/03/22	Headteacher	Ofsted Deep Dives	AfC

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31/03/22	Headteacher	Initial Ofsted Call	AfC
Summer Term 2022			
03/05/22	Headteacher	Oxford Diocesan Network Meeting	Oxford Diocese
11/05/22	SEND CO	SEMH Network Meeting	AfC
19/05/22	RE Leader	Oxford Diocese RE Network	Oxford Diocese
24/05/22	EYFS Leader	EYFS Cluster Meeting	Ascot Cluster
09/06/22	2 x TA	First Aid	St. John's Ambulance
15/06/22	1 x Teacher	ECT Mentor Training	UCL
17/06/22	Headteacher	Education Leadership Forum	AfC
20/06/22	DSLs x 4	DSL Network Meeting	AfC
22/06/22	RE Leader	Oxford Diocese RE Network	Oxford Diocese
24/06/22	1 x TA	First Aid	St. John's Ambulance

Record of Governor Training/Courses Attended 2021/2022

Date	Governor	Course/Training	Lead/Location
Autumn 2021			
9 th September	Carol Elsasser	Clerk's Briefing Session	RBWM – via Zoom
15 th September	Jo Steel	New Governors Induction Part 1 – Strategic Leadership	Homer First School, Windsor
23 rd September	Barry Aherne	Monitoring Year to Date figures (RBWM monthly monitoring spreadsheet)	RBWM - via Zoom
23 rd September	Wendy Poulter	Monitoring Year to Date figures (RBWM monthly monitoring spreadsheet)	RBWM - via Zoom
23 rd September	Andi Williamson	Monitoring Year to Date figures (RBWM monthly monitoring spreadsheet)	RBWM - via Zoom
6 th October	Jo Steel	New Governors Induction Part 3 – Evidence building for accountability	Homer First School, Windsor
13 th October	Dolapo Ogunbawo	Pupil Premium Governance	Via zoom
13 th October	Jo Steel	Pupil Premium Governance	Via zoom
3 rd November	Jonathan Sharland	New Governors Induction Part 4 – Safeguarding the Governors Role	Homer First School, Windsor
17 th November	Jo Steel	School Finance – governance, monitoring and self-evaluation (including SFVS)	Homer First School, Windsor
24 th November	Jo Taylor	SEND Governance	Via Zoom
24 th November	Belle Moss	SEND Governance	Via Zoom
Spring 2022			
13 th January	Carol Elsasser	RBWM Clerk Briefing	CIM Moor Hall, Cookham
19 th January	Jonathan Sharland	New Governors Induction Part 1 – Strategic Leadership	Via zoom
26 th January	Jo Steel	New Governors Induction Part 2 – The Support and Challenge Role	Via zoom
26 th January	Jonathan Sharland	New Governors Induction Part 2 – The Support and Challenge Role	Via Zoom
2 nd February	Jo Taylor	Governance and the Curriculum	Homer First School, Windsor
2 nd February	Dolapo Ogunbawo	Governance and the Curriculum	Homer First School, Windsor
2 nd February	Peter Grover	Governance and the Curriculum	Homer First School, Windsor
9 th March	Tim Fettes	The Chair's Role Part I	Homer First School, Windsor
28 th March	Dolapo Ogunbawo	The Role of School Governors in Championing Looked After Children	AfC Virtual School on-line
30 th March	Aileen Boaler	Chairs' Surgery & Networking - Sharing Good Practice	Homer First School, Windsor
Summer 2022			
5 th May 2022	Carol Elsasser	Clerk's Briefing Session	CIM, Moor Hall, Cookham

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25 th May	Tim Fettes	The Chair's Role Part 2	Homer First School, Windsor
8 th June	Jonathan Sharland	New Governors Induction Part 3 - Evidence building for Accountability	Homer First School, Windsor
16 th June	Jo Steel	New Governors Induction Part 4 – Safeguarding the Governors Role	Homer First School, Windsor

Staffing

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

Staff Absence	01/09/21 – 24/06/22	Full Year 2020-2021	Sept - March 2019-2020	Full year 2018-2019	Full Year 2017-18	Full Year 2016-2017	Full year 2015-2016
Teachers (9.6)	167.5	54	22.5	60	28	43	8
Teaching Assistants (11.5)	140	243.5	72	156.5	74	53	91.5
Non-teaching (3)	15	91	1	4.5	6	18	37
TOTAL	322.5 days	388.5 days	95.5 days	221 days	108 days	114 days	136.5 days

Behaviour and Incident reporting (since the last report)

- We have reported one safeguarding incident to the police and MASH team at AfC.
- There has been one behaviour incident resulting in two fixed term (1 day) suspensions.
- We have no incidents of racist behaviour to report.

Health and Safety & GDPR

- We have had two reportable accidents involving one pupil. Both sport related.
- We reported a possible data breach to the DPO at RBWM. No further action needed.
- Our oak trees have been treated for OPM.

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 expecting a moderation visit for KS1 and KS2 in June 2020 and this expected moderation has taken place this year.

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

Date:	Governor & Role:	Area of focus:	Staff member & role:	Next steps/actions:	Action complete?
25/05/22	Revd. Jon Hutchinson and Dr Dolapo Ogunbawo	Safeguarding	Jo Griffith DSL	Ensure safeguarding is on the agenda at all meetings (TAs and Teachers) going forward to ensure it is at the forefront of everyone's mind.	Ongoing agenda item in all staff meetings
16/05/22	Full Governing Board (All Governors were in attendance)	Holy Trinity Curriculum	Jo Griffith Headteacher	- Plan for a focus workshop annually - Impact of COVID on KS1 in particular	
17/03/22	Jo Taylor & Belle Moss Pastoral link	Pastoral Hub/ELSA provision	Anita Titre (Pastoral Support)	Visit in person to Pastoral Hub	
15/02/22	Jo Steel Computing Link	Computing curriculum	Jo Griffith Computing Lead	- Develop assessment in computing - Computing in EYFS - Review computing Big Books - Staff questionnaire - Collect ARE data in computing end of summer term	On-going at present
26/01/22	Jon Hutchinson & Dolapo Ogunbawo	Safeguarding (SCR check & procedures)	Jo Griffith DSL	Check retention time for SCR with LA	LA confirmed only current SCR should be retained. Personnel files should be retained for 7 years.
07/12/21	Andi Williamson English Link	The Write Stuff & Phonics in KS1	Stacey Harding & Anna Prince English Leads	- Monitor writing standards going forwards to monitor impact of TWS - Peer to peer teaching support (observing peers teach) - Further CPD for teaching staff	- Internal moderation - Cluster moderation - Awaiting notification of LA moderation - CPD funding agreed at F&R for future INSET
25/11/21	Jo Taylor SEND Link	SEND	Fiona Fargher (SENCO)	- Financial support for ELSA role going forward - Consideration of negating impact of staff absence/pandemic on SEND planned interventions	- Via F&R - See risk assessments
25/11/21	Jo Taylor RHSE Link	RHSE	Fiona Fargher RHSE Lead	- This visit was an introduction to RHSE - Look at Big Books next visit	On-going
23/11/21	Jo Taylor EYFS Link	EYFS	Su Tomes EYFS Lead	- Introduction to revised EYFS Framework - Financial planning for staffing absences	On-going via F&R

Policies reviewed this term

Standards and Curriculum Committee
Complaints Policy
Early Years Foundation Stage Policy (EYFS)
Outdoor Educational Visits and Off-Site Visits Policy
Finance and Resources Committee
Lettings Policy
Governing Board
Data Protection (GDPR Compliant) Policy
Data Retention Policy

Conclusion

I talked last summer in my report of the 'boat' of Holy Trinity and how we had navigated stormy waters. I also prayed for calmer waters this year. Well, the waters did change - we've just navigated different stormy waters this year!

We have achieved a huge amount and this is down to the dedicated team we have at Holy Trinity. Staff and Governors always place our children at the centre of our decision making and are truly committed to providing the best possible education for them all.

Never before have the pressures and the responsibilities of the profession been so intense. The demands seem endless and the expectations higher. Never before has it been so crucial to share the same vision to continuously move forward and empower others to stay with you on the journey.



My sincere thanks go to the Heads Team, all staff and Governors for their on-going support and challenge so that we can strive to achieve our vision together.

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

Mrs Jo Griffith
Headteacher

GLOSSARY

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

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