

Holy Trinity Church of England Primary School



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Chair of the Governing Board: T. Fettes

HEADTEACHER'S REPORT

J.Griffith

TO THE GOVERNING BOARD OF Holy Trinity Church of England Primary School Summer Term 4th July 2023

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

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

To be an inspirational place of learning where:

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

Table of Contents	Page Number
OFSTED and SIAMS gradings	1
School Context	2 -3
Points to address from 2018 OFSTED and steps taken so far	4 - 5
SDP priorities for 2022-2023	6
Quality of Education	7 - 10
Behaviour and Attitude	10 - 11
Personal Development	11 - 13
Leadership and Management	14 - 16
Reports from Assistant Heads and SENDCo	17 - 21
Subject Focus: RHSE Report, Design Technology Report and PE Report	22 - 28
Statistics	29
Attendance	30
APPENDICES & SUPPORTING EVIDENCE	30 - 34
Staff/Governor CPD and training	
Staffing/ Staff absences	
Behaviour and Incidents	
Moderation	
Governor Visits Overview	
Policies reviewed this term	
GLOSSARY	35 - 36

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 211 pupils on roll and is average in size.
- The school serves an area with a large proportion of social and economic wealth. It is in the least deprived quintile of all schools nationally in terms of deprivation.
- Pupils enter EYFS with varied abilities with the largest proportion being at average ability.
- English as a first language is 95.3% (National: 78.6% RBWM: 82%).
- The number of pupils entitled to pupil premium and Ever 6 funding is 20 (9.5%) and is well below the national average (22.5% June 2022).
- 6 pupils (2.8%) have EHC Plans for learning difficulties, disabilities and additional needs which is in line with national average for primary school pupils (2.5% June 2023).
- 34 pupils (16.1%) are on our SEN register. 28 do not have an EHCP (13.2%). This is roughly in line with national average for primary school pupils of 13.5% (June 2023).
- The gender ratio is boys: 49.7% and girls: 50.2%.
- Attendance target is 96%

Attendance

	Current year to date	Absence rate	Persistent absence	Authorised absences	Unauthorised absences
Holy Trinity	96.1%	3.9%	6.5% (age 5-11)	3.2%	0.74%
National state primary schools	94%	6%	17.4%	4.4%	1.5%

Persistent Absence	Current year to date	2021-2022	2020-2021	2019-2020	2018-2019
Holy Trinity	6.5%	11.9%	6.6%	8.7%	8.2%
National state primary schools	17.4%	22.3%	12.1%	11.2%	10.1%

Staffing Structure

The school senior leadership (The Heads Team) is made up of the Headteacher and the two Assistant Headteachers. This structure has been in place since September 2020. There is a middle leadership team who take on the phase group lead roles, subject leadership and TA deployment. The SENCo is part time and holds the national SENCo qualification. All teaching and support staff are involved in curriculum development and each subject is led by a class teacher with TA support. 2 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 a qualified, experienced teacher (part-time) to deliver catch-up sessions for identified pupils across the school (started in September 2020 and continuing since).

Safeguarding, Health & Safety

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

Vision and Values

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

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

Curriculum & Community

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

Buildings and Premises

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

Points for Development from Ofsted June 2018 Inspection and Steps Taken

1. Ensure that the rise in persistent absence is addressed to ensure that no pupils are disadvantaged by poor attendance	<table><tr><th>Persistent Absence</th><th>Current year to date</th><th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th></tr><tr><td>Holy Trinity</td><td>6.5%</td><td>11.9%</td><td>6.6%</td><td>8.7%</td><td>8.2%</td></tr><tr><td>National</td><td>17.4%</td><td>22.3%</td><td>12.1%</td><td>11.2%</td><td>10.1%</td></tr></table> • Persistent absence (less than 90%) currently: 6.5% (RBWM 2022: 10%) • Persistent absence is tracked termly and reported to Governors. • Report includes main reasons for absence including medical, SEMH, and holidays taken. • Is an agenda item in Heads Team Meetings. • Is an agenda item at all Governor Meetings. • Headteacher and Admin Officer work alongside EWO to offer support to families causing concern. • School works alongside EWO to send letters to families whose attendance is a concern. • Any pupils on part-time timetables are reported to EWO and reviewed half-termly by Headteacher and SENDCo • No term-time holidays are authorised. • Headteacher responds with a letter to all term-time requests. • Chair of Governors has written to parents on a number of occasions about the importance of good attendance and direct correlation with attainment. • Headteacher builds good relationships with families causing concern. • Is included on termly written reports to parents and highlighted if it is a concern. • Is included in weekly newsletter to parents. • Appointed an Attendance Link Governor. • Headteacher meets with families at or below 90% to discuss support and ways to help improve attendance. • Appointed an Attendance Lead to work closely with families and LA. Next Steps: • Work with LA to ensure new attendance guidance is in place by Sept 2023. • Headteacher to meet with families at or below 90% for current term and expect improved attendance before end of next term. • Work with Attendance Link Governor to monitor attendance and procedures. • Governors to discuss process of issuing fines (Fixed Penalty Notices) with LA. • Track attainment of pupils with poor attendance.	Persistent Absence	Current year to date	2021-2022	2020-2021	2019-2020	2018-2019	Holy Trinity	6.5%	11.9%	6.6%	8.7%	8.2%	National	17.4%	22.3%	12.1%	11.2%	10.1%
Persistent Absence	Current year to date	2021-2022	2020-2021	2019-2020	2018-2019														
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2. Ensure that the school's curriculum is refined to deepen pupils' knowledge, understanding and skills across a wider range of subjects	• Subject Leaders appointed. • CDP for Subject Leads. • SDP focus on 3 subjects per year on a rolling programme to ensure embedded and consistent improvements across the school. • TDMs (Staff Meetings) closely linked to SDP to ensure focus and time for teachers to embed changes. • National Curriculum objectives covered in Holy Trinity Curriculum; choices reflect needs of HT pupils. • Leaders monitor all subjects closely to ensure pupils' skills, knowledge and understanding is planned for and taught consistently across the school. • Subject Leaders provide reports to Governors on a rolling termly programme to ensure Governors are aware of curriculum content. • Our website Curriculum page contains subject specific information regarding coverage of a wide range of subjects at Holy Trinity. • Foundation subjects (especially History and Geography) are linked closely with writing to ensure pupils are experiencing a wide curriculum with deeper understanding. • All subjects data tracked. • Subject leader monitoring feeds into SDP.																		

	• Parent questionnaire states 95.3% agree or strongly agree that a good range of subjects are taught. • Specialist PE provision. • Specialist Spanish in KS2 provision. • KAPOW scheme of work purchased for Art & Design, Design Technology and History • Purple Mash scheme of work purchased and in place for Computing • Charanga scheme of work in place for Music • Subject Association membership for History and Design Technology to support teachers subject knowledge and planning. • 'Essential Knowledge' for each subject identified by Heads Team to ensure pupil retention and understanding. • 'Holy Trinity Curriculum' designed by Heads Team ensures progression and bespoke for Holy Trinity pupils. • Planned repetition of previous skills and knowledge in Holy Trinity Curriculum to check retention. • Governors Curriculum Workshop to share Holy Trinity Curriculum in detail with subject leads. • Update the Curriculum information available on our website to reflect the revised Holy Trinity Curriculum. Next Steps: • Evaluate assessment practices in foundation subjects. • Provide leadership time on a regular basis for all subject leads to monitor their subject purposefully. • Monitor retention of essential knowledge. • Provide CPD for all teachers via WalkThrus project (3 year plan).																								
3. Ensure that pupils' progress in writing is further accelerated so that more pupils achieve the highest standard in writing, particularly middle-attaining pupils and most able.	• Writing attainment tracked for all and for identified groups. • The Write Stuff approach to teaching writing in place across Y2 – Y6. • CPD for teachers & TAs to deliver TWS. • Resources and training materials funded to deliver TWS. • Catch-up funding used to employ a tutor to focus on delivering additional writing sessions for identified pupils. • Arrange topics in the curriculum in the school year to be able to apply GPS skills taught later on in the year (especially history topic as this offers lots of writing opportunities for application of writing skills) • Writing is a focus target for Performance Appraisals (on-going). • Parent workshop provided but take up was poor. <table><tr><th></th><th>2017</th><th>2018</th><th>2019</th><th>2020</th><th>2021</th><th>2022</th><th>2023</th></tr><tr><td>KS1 GDS writing</td><td>30%</td><td>33%</td><td>17%</td><td>27%</td><td>13%</td><td>13%</td><td>16%</td></tr><tr><td>KS2 GDS writing</td><td>17%</td><td>27%</td><td>13%</td><td>13%</td><td>14%</td><td>10%</td><td>10%</td></tr></table> Next Steps: • Continue to mitigate the impact school closure has had on the progress of writing by providing additional interventions in writing. • Using the school website, provide parents with information about how TWS is delivered in lessons so that they are confident in supporting their children with writing. • Continue to track progress of groups in writing. • Opportunities for extended writing pieces in other curriculum subjects to be able to apply skills taught.		2017	2018	2019	2020	2021	2022	2023	KS1 GDS writing	30%	33%	17%	27%	13%	13%	16%	KS2 GDS writing	17%	27%	13%	13%	14%	10%	10%
	2017	2018	2019	2020	2021	2022	2023																		
KS1 GDS writing	30%	33%	17%	27%	13%	13%	16%																		
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Holy Trinity CE Primary School
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School Development 2022-23

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

QUALITY OF EDUCATION

Implementation: What have we accomplished since the last report?	Impact: How has this made improvement?	Intention: What are our next steps?
EYFS Provision		
- Ensured EYFS knowledge and skills are included on all subject plans for Holy Trinity Curriculum. - Ensured subject leaders are all aware of what their subject looks like in EYFS. - Considered EYFS staffing for next year. - Planned comprehensive transition for current EYFS to Y1. - Planned comprehensive transition for new EYFS after national offer day. - EYFS cluster moderation. - EYFSP sent to LA (73% GLD).	- Holy Trinity EYFS Curriculum is known by all, progressive and skills based. - Skills taught in EYFS in all areas are built into further programmes of study throughout the school. - Well-planned transitions have provided reassurance to parents and pupils aiming for a settled start in September. - EYFSP has been shared with Y1 Team to ensure continuation and progression making provision for gaps.	- Ensure new EYFS intake have a smooth start in September. - Provide workshops for new EYFS parents on early reading. - Ensure all EYFS staff are trained to meet needs of all pupils including SALT. - Work alongside Ascot and RBWM cluster to support EYFS provision even further. - Develop the reading area in EYFS inside and out.
Writing		
- Termly internal writing moderation to support teachers and share good practice. - Monitor revised Holy Trinity Curriculum and identified opportunities for pupils to write at length in foundation subjects to produce independent writing evidence applying skills learnt. - Pupils progress meetings held to discuss barriers and plan next steps. - Cluster writing moderation. - Data harvest – tracking groups	- Writing is a main development focus throughout the school and remains high profile. - English Leader has a good grasp on standards and provision in the subject. - Lesson monitoring evidences high standards of teaching in writing and being applied across curriculum areas.	- TWS demo videos on website for parents and pupils to access. - Utilise identified Walkthrus to ensure consistent pedagogical strategies being employed across the school. - Continue to embed TWS ensuring good subject knowledge of all teachers.
Phonics		
- Phonics screening in Y1 shows 93% achieved at least expected standard. - Y2 Phonics screening shows 85% achieved expected standard (6/7 pupils) 87% EYFS pupils achieved expected ELG - Daily intervention for 6 pupils in Y2 who have not achieved the expected standard in phonics. - Continued to share good practice within school for delivery of ELS. - Linked with other schools using ELS to share good practice. - Analysis of progress in phonics.	- Attainment in phonics is high and well 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.	- Purchase resources from ELS for Y2 phonics and spellings. - CPD for staff to deliver Y2 ELS. - Inform parents of Y2 ELS. - EYFS Parents meeting on ELS and Early Reading including their responsibilities and input expectations. - Continue to provide ELS intervention for pupils in Y3 2023-24 that continue to require support. - Ensure resources for EYFS and Y1 ELS are purchased in a timely manner.

• Ensured purchase of pupil books in readiness for net cohorts. • Shared successes already seen in phonics acquisition with parents. • Spring and summer data analysis.		
HOLY TRINITY CURRICULUM		
• 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. • Heads Team have an in-depth knowledge of Holy Trinity Curriculum and choices made to create it. • Each NC area has end point identified for each unit in each year group. • Ensure our website reflects this vision and has clear areas for each NC subject. • Continued to provide time for subject leaders to monitor their subject area and prepare themselves for Ofsted deep dives. • EYFS included in all curriculum documents. • Governor Curriculum workshop.	• 'Essential Knowledge' is clear for all subjects in all year groups. • Governors aware of their role in knowing the vision for the curriculum at Holy Trinity. • School Leaders have a shared vision for Holy Trinity Curriculum. They are clear about progression, end points and continuity for their subject across the school. • Pupils are in receipt of a broad and balanced curriculum with a range of opportunities.	• Ensure parents have a shared understanding of the vision for Holy Trinity Curriculum. • EYFS included in all curriculum documents. • Plan Governor Curriculum Workshop in Summer 2024. • Staffing responsibilities for 2023-24/ • Continue to provide time for subject leaders to monitor their subject area and prepare themselves for Ofsted deep dives. • Explore ways to ensure assessment of foundation subjects is meaningful and manageable.
CURRICULUM IN ACTION		
• All classes have produced a class assembly for their parents to showcase curriculum. These were extremely well attended and very well received. Pupils and parents enjoyed the opportunity. Trips and visits • Y2 Living Rainforest • EYFS and KS1 drama workshop • EYFS Farm Visit • Choir to The Hexagon • Y5 to 3 day residential @ Leeson House (Dorset) • Y4 Marwell Zoo • Y6 5 day residential at Mill on the Brue (Somerset) • Y4 Puppet show (St George's students).	• Pupils have experienced a variety of enhancements to the curriculum to make the Essential Learning 'sticky'. • All pupils have been included to ensure all benefit. • 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.	• 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. • Ensure all trips and visits are booked well in advance and have explicit links to curriculum.

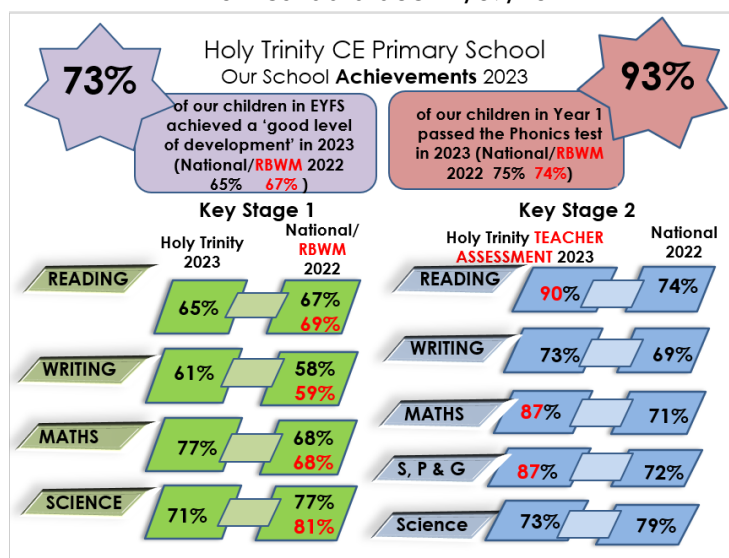
Local Activities - Y5 Girls Maths Challenge @Marist - Y6 to HT Church to discuss future building plans - Little Muddy Boots gardening with EYFS - Y5&6 Maths Competition @ St. George's - Y6 to Charters Production - Inclusion Day @ Manor Green (Anti-Bullying Ambassadors) - Y5 maths challenge at St. Mary's - Y5 Ascot Cluster Sports Day @ St. George's		
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CULTURAL CAPITAL/DEVELOPMENT

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

KS2 test data due 11/07/23



- An experienced teacher employed to deliver the catch-up sessions in to Y2 and Y3 pupils one afternoon per week (using the Recovery Premium) - An experienced teacher employed to provide intense daily phonic catch-up to identified pupils in Y1 and Y2.	- 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	- 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. - Assessment of foundation subjects.
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Introduced new assessment of core subjects materials.	- school closures (especially writing). - Pupil Progress Meetings – common barrier that has been identified by teachers is time to conduct planned interventions. Also negatively impacted by staffing absences. - New assessment (NTS) for Reading and Maths from Y2 to Y6 has provided clarity and consistency in teacher assessments.	Inform stakeholders that KS1 SATs are no longer statutory from May 2024.
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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

- Continued to encourage pupils to 'stand up and speak out' against any discrimination or bullying behaviours. - Pupils that attended the Anti-Bullying Workshop to plan events and raise awareness in school via School Council. - Work alongside LA to review our Behaviour Policy in light of SEMH project/training. - Anti-bullying week 14th – 18th November 2022. Theme – Reach Out - All serious behaviour incidents are reported comprehensively on CPOMS – this includes subsequent actions, any communications with parents, risk assessments and advice sought from professionals.	- 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.	- Provide meaningful opportunities for pupils to share their concerns about bullying and discriminatory behaviours. - Pupils voice via school council and Heads Team. - Appoint Anti-Bullying Ambassadors for 2023-24.
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ATTENDANCE & PUNCTUALITY

- Attendance since 01/09/22: 96.1% 0.74% authorised absence 3.2% unauthorised absence - Requests for term-time holiday absence this academic year: 111 requests (not total of days, not including medical appointments) 48 authorised (not yet CSA, school visits, sport training, religious pilgrimage)	- Staff absence has negatively impacted other staff wellbeing. - 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	- 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.
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63 unauthorised requests (holidays). 221 days of lost education. • Persistent absence (less than 90% attendance which equates to missing 10 days or more this year): 13 pupils 6.5%. This includes 3 pupils that were on a reduced timetable but are now full time. Of the 13 pupils, 5 pupils are 87% or above. Of the 13 pupils, 11 have significantly improved their attendance since last year. • Letters of concern around attendance sent to parents from Headteacher. • Attendance meetings with families of high concern. • Letter to all parents around attendance and importance of good attendance. • EWO commented that our attendance is comparatively good. • Revised school start time of 8.30 – 8.45am has been successful. • Appointed an attendance link Governor. • Attendance Lead has attended RBWM network meetings and engaged with strategies and suggested toolkits to improve and support attendance.	improve attendance has been useful.	• Receive confirmation from EWO/RBWM regarding government plans to issue absence fines to all unauthorised absences going forward. • 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. • Review Attendance Policy
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PERSONAL DEVELOPMENT

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
LEARNERS BROADER DEVELOPMENT		
• Transitions to Secondary school planned well to support all pupils. • Transitions for current EYFS into Y1 planned well. • Transitions for new EYFS into school including home visits and visits to school. • EYFS entered and won at the Windsor Royal Flower Show. • School values and vision discussed through CW and on-going. Courageous advocates recognised for 'doing good'.	• 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	• Continue to develop the pupil leadership roles to provide opportunities for pupils to use personal skills and share ideas about how to shape/grow the role. • Continue to develop music tuition on offer at Holy Trinity. • Continue to publicly recognise, encourage and celebrate pupils' 'Living the Vision' and showing courageous advocacy. • Trips, visits and visitors planned for next academic year to enhance Holy Trinity Curriculum

• Pupil Leaders in Y6 have taken on their roles and responsibilities. • Charters students are volunteering their time. • Digital Leaders are leading a weekly Computing Club. • Buddy system is in place for EYFS and Y1. • Opportunities for pupils to engage and compete with cluster schools in areas other than sport (maths, Computing, music). • Choir to Dormy House (Care Home). • Pupils leading CW. • Provision of and take up of extra-curricular clubs has increased. • ELSA (pastoral support) provided supplemented by No 22 Counselling. • Y6 and Y6 pupils invited to take part in OxWell survey conducted by Oxford University. School to be advised of support/further exploration needed. • NSPCC fundraiser • Y5 and Y6 residential visits. • Clubs other than sports clubs offered this term: ➢ Cookery ➢ Lego ➢ French ➢ Spanish ➢ Chess ➢ Art ➢ Homework ➢ KS1 Arts and Crafts ➢ Choir	see others' views and show respect. • NSPCC and SCARF workshops focus on citizenship and PSHE contributed towards pupils' personal development. • School is providing a wide range of extracurricular clubs providing pupils with a range of experiences and opportunities to develop their personal development. • Opportunity for Y5 and Y7 pupils to experience a residential visit has provided team building, outdoor activities and relationship building. We see a definite positive impact on pupils' confidence by attending these visits. We encourage all pupils to partake and support financially where needed.	and provide cultural experiences for our pupils.
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PHYSICAL HEALTH

• Sports Day • Y3 & Y4 swimming lessons @ St George's (12 sessions) • Y5 Cluster Sports day at St George's • Intra house sporting competitions in KS2 (Tag rugby and football) • Engaged in Inter-Sport competitions and festivals with the local cluster: ➢ Y3 & Y4 Football @ LVS ➢ Y3 & Y4 High 5 netball @ The Marist ➢ Y5 & Y6 netball @ Charters	• Continuing with club provision and encouraging uptake is having a positive impact on pupils' physical health. • Lots of opportunities for pupils to engage in physical activities to support mental wellbeing and physical health.	• Investigate the possibility of an all-weather running track around the field. • Physical health elements of new RHSE curriculum to be secure. • Continue to promote the Daily Mile and the possible future all-weather track • Cluster Swimming gala at St George's in Autumn term
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➤ Y2 Multi-Skills @ The Marist ➤ Y5 & Y6 Basketball @ Charters • Clubs offered this term: ➤ Yoga ➤ Skateboarding ➤ Basketball ➤ Football ➤ Zumba ➤ Martial Arts ➤ Dodgeball ➤ Playball ➤ Gymnastics ➤ Fencing ➤ Athletics		
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MENTAL HEALTH

• Reviewed Staff Wellbeing and Mental Health Policy • Introduced more TAs to Nurture Group work • Monitored aspects of mental health in RHSE curriculum. • Continued to provide support for pupils as identified by class teachers/parents. • Utilised ERSAs Toolkit and designated lead from LA to support identified pupils. • SENDCo facilitated IAS support meeting for parents.	• 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.	• Continue to signpost staff and support staff to professional support should they require it. • Provide support for parents of children with SEMH and signpost to further advice/support.
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CHRISTIAN DISTINCTIVENESS

• RE Leader working with pupils to develop Prayer Spaces for Collective Worship. • Prayers on prayer tree promoted. • Pupils leading Collective Worship. • Easter Services and Leavers' Service at Church. • CW and RE Policies reviewed. • Training SIAMS leader & Governor	• 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. • Familiarise ourselves with the recently published 'Guidance for Collective Worship' document to ensure we are at least compliant. • RE Leader and SIAMS Governor lead SIAMS training for staff and Governors. • SIAMS leader to ensure our website is fully reflective of our practice.
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LEADERSHIP AND MANAGEMENT

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
LEADERSHIP		
- Leadership Team has managed Headteacher's long term absence very competently and continued to provide high-quality face-to-face education for all pupils. - Ensured subject leaders have sufficient time to fulfil their responsibilities. - Continued to seek and provide high-quality CPD for subject leaders. - Implemented monitoring programme incorporating Subject Leader time. - Teachers Performance Appraisal undertaken. - Supported EYFS and Y1 in the delivery of new phonics scheme. - 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. - Developed new SEF to ensure focus on Ofsted Framework. <u>Governance</u> - Supported Leadership team during Headteacher's absence. - Governors Curriculum Workshop was very well attended and provided Governor's with a comprehensive understanding of Holy Trinity Curriculum and an opportunity to interview subjects leaders and pupils. - Continued to plan Governor visits linked to SDP and actions from previous visits. - Continued to attend training.	- Leadership Team able to deputise and use procedures and policies in place in Headteacher's absence. - Staff supported and developed in their roles (see CPD record). - School Leaders accessible to all staff for support. - Curriculum at Holy Trinity is well planned and sequenced and leadership roles are distributed. - Performance Appraisal ensures focus for all on SDP foci and personal development. - SEF provides leaders and Governors with clear picture of how Holy Trinity is currently performing. <u>Governance</u> - School Leadership Team feel well supported by Governors during Headteacher's absence. - All scheduled meetings have gone ahead providing strategic direction and support to the leadership. - Governor's have detailed understanding of how Holy Trinity Curriculum is implemented with consistency and why curriculum choices have been made by the Leadership Team. - 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.	- SDP 2023-24. - Performance Appraisal considerations for 2023-24. - Update SEF. - Utilise identified Walkthrus to ensure consistent pedagogical strategies being employed across the school. Include in monitoring. - Pedagogy practice CPD with teachers resulting in Policy produced. - Subject Leader time to monitor. - Time to coach all teachers in their teaching and leaning practice to ensure consistency: 'The Holy Trinity Way' - Manage staffing arrangements. - Coach subject leaders in their role. - Ensure staff and pupils are well prepared for upcoming inspection. <u>Governance</u> - Continue to explore the options of academisation. - Succession planning for parent governor vacancy. - Governors visits to link to SDP. - Ensure Governors are well prepared for the upcoming inspection. "How do you know?"

Exploring the options of academisation as set out in the White Paper.		
FINANCE		
- School Purchase Card in place from new financial year. Included in Finance Policy. - Staffing car park extension funding conditions explored with insurance company. - Ensured any outstanding actions on Fire Health and Safety action plan from LA have been actioned in a timely manner. - Appropriate spending of Recovery Premium 2022-23 (approx. £2K) - Continued to budget carefully to accommodate drop in funding from April 2023. - Ongoing boiler repair issues. - SFVS completed and returned to RBWM - Technology replaced in 3 classrooms - Server storage migrated to cloud - Conditions of use agreement with council re car park. - Rolling programme of capital spend (refurbishment work) compiled and ongoing	- Pupils enjoying their new play area. - Recovery Premium (Catch-up funding) being used well to benefit identified pupils that have been disadvantaged due to school closure. - Budget reflects upcoming reduction in pupil numbers and plans for it accordingly. - Classroom technology fit for purpose. - Building is a fit for purpose, inviting and safe.	- Boiler replacement to be explored with LA. - Decarbonisation working party to agree actions – additional grant of £15,956 to be used for this purpose (window repair/replacement). Liaise with diocese. - Explore financial implications of becoming an academy. - Explore costs/funding for hall refurbishments. - Phase 2 roof repairs. - Quotes for running track. - Install technology replacement for further 5 classrooms - Existing server storage and equipment disposal to be arranged 99 year land lease to be extended – conversations with St John's college and diocese. - Fire and asbestos H&S visit from LA - Explore cost of replacing flooring in KS2 classrooms, corridors and hall.
SAFEGUARDING (See also Annual Safeguarding Report to Governors)		
- Purchased online safeguarding reporting facility: CPOMS. DSLs using. All staff trained in use. - Governors visit to monitor use of CPOMS, SCR and advise. - DSLs have continued to work closely with social care to support families in need. - Low Level Concerns reporting procedure in place. - DSLs attended RBWM network training and DfE webinars.	- 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. - All staff aware of how to report a low-level concern. Concerns are	- Ensure all safeguarding documents are passed on to new schools securely. - Continue to ensure all staff are secure in use of CPOMS for reporting concerns. Induct new staff to system. - Ensure all staff are refreshed in Prevent training. - Continue to upload past documents/information to CPOMS. - Ensure posters/display are in school to support pupils in how they can report a concern. - Complete annual LA Safeguarding Audit.

Holy Trinity CE Primary School

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	acted on appropriately in a timely manner.	- Review Safeguarding Policy in light of KCSIE 2023 changes. - Ensure online monitoring and filtering is robust (Charters support).
STAFF		
- Continued to provide CDP (internal and external) for subject leaders. - Monitored staff absence closely to track impact on pupil support interventions taking place. Also impact on staff in school covering for absence of colleagues. - Conducted staff absence review meetings following policy and HR advice. - We are fully staffed for September.	- 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.	- Recruit staff for High Needs pupil. - Consider staffing responsibilities for September. - Support staff in moving year groups to ensure secure subject knowledge and confidence in Holy Trinity Curriculum.
STAFF WELLBEING		
- Staff Wellbeing Policy reviewed. - Reviewed staff workload as a result of questionnaire – Heads Team explored policies and practices. These have included: ➤ Earlier Parents' Consultation Meetings to ensure an earlier finish. ➤ Heads Team reducing workload of Subject Leaders by reviewing and re-writing the curriculum. ➤ Purchase of schemes of work to reduce teachers planning and preparation workload.	- 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. - Ensure pupil workbooks are ordered in plenty of time before the end of the year so that they can be labelled and ready to go in September. - Ensure subject leader time is planned systematically and goes ahead despite any staffing absences. - Continue to look for ways to reduce workload and more efficient practices.

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Reports from Assistant Headteachers

Mrs Carmel Barnes		
Key responsibilities: • SIAMS • RE • Collective Worship • Mental Health Lead • Safeguarding & Child Protection (DSL) • Performance Appraisal • MFL and Music		
Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
• SIAMS Training completed June 2023. • Pupils leading CW – currently 2 additional pupils have led us in worship. • RE Knowledge Organisers (KO) completed for the year for all year groups. • Marion Standing (Diocesan Advisor) completed a website check and actions known. • Led Holy Trinity Curriculum Day to Governors. • Presented to New Reception Parents. • Three class Collective Worships taken place in Spring 2. • Easter Service – whole school involvement at church. • Wellbeing check-ins with staff. • Designed end of year report to include conditional formatting to reduce the workload of staff in terms of completing attainment/effort grades. • Analysed results from phonics screening – June 2023. • The Show Must Go On! 21 children performed in the Berkshire Maestros choir show at the Hexagon Theatre. • Continue to support families experiencing difficulties through DSL role. • Attended Governor Meetings. • Deputised in the absence of the Headteacher on daily running of school and led on various incidents needing leadership including a serious behaviour incident and complicated staffing issues.	• Understanding the changes to SIAMS inspection framework and what is required from RE Lead to complete SEF. • Living our vision award has been awarded already to 2 children this year. • Spiritual Leader's CW has inspired lots of other children to lead CW on issues that they want to champion (environment). The impact on pupil voice and courageous advocacy is wonderful. (Surfers against Sewerage) • Staff feel well supported and valued and know that Leadership Team take their wellbeing seriously. • Vision shared with new reception parents and how central it is in school. • Reduction in time to complete reports with a conditional formatting element to aid wellbeing and workload. • Impact of ELS has been excellent. 93% of Year 1 pupils met the threshold. Robust system that works. • Performing at the Theatre has given the pupils confidence and a further love of music. • Deputising has provided a range of situations where leadership skills have been developed. Communication with Chair of Governors and other Headteachers for support and advice.	• SIAMS SEF to be completed over the 2023_2024 with all stakeholders' voice. Not on the list for inspection next year. • CB to present to Governors new framework. • Charity – local/national/global links. • Marion Standing to visit 2023_2024 to collect evidence of stakeholder voice. • Continue to celebrate and display children's learning in RE. • Results from the 2021 census in identifying Christianity as being a minority religion in the UK (46%). Anne Andrews to come in and review RE. • Spiritual Leaders to complete the seasons wheel by July 2023. • New Spiritual Leaders to look at additional prayer spaces. • Prayer Group to recommence with Rev Jon. • Continue to assess impact of new phonics scheme.

Stacey Harding

- School Council
- PTA link
- TA Lead
- English Lead
- P.E. and School Sports Lead
- Student Placements
- Performance Appraisal
- DDSL
- KS2 Team Lead
- Behaviour & Safety
- Feedback and Marking
- Assessment
- Data tracking and Analysis

Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
- NSPCC fundraiser took place on 24th March and raised £530. - School councillor made poster to advertise fundraiser. - Whole School CW – explaining about the NSPCC.	- Children more aware of the work of the NSPCC. - Children living our vision of 'doing good and being happy'.	Review of the year.
- PTA meetings attended. - PTA provided cupcakes and drinks for King Charles' coronation celebration. - PTA provided ice pops for children at Sports days. - PTA approved funds for new football goals. - Film Night organised. - PTA funded new reading materials – John Murray resources.	- Community feel to events – school community. - Money raised will be spent on projects and resources needed. - Children from Year 2 upwards will receive consistent teaching of reading using John Murray resources.	- Continue to attend meetings and liaise with PTA on future fundraising events. - Summer Fair.
- Timetabling of staff in response to changes in staff and provision / needs. - Individual conversations with TAs about concerns / staffing etc. Support given.	- TAs voice concerns / ideas to improve lunch / break times. They supervise and are at forefront so need to feel listened to. - Zoning at lunchtimes to ensure good supervision / wearing of hi-vis to safeguard pupils. - Individual conversations allow confidential matters to be discussed.	Continue to maintain and further build positive relationships, making sure all staff feel valued and ensuring high staff morale.
- Organised subject leadership time for all leaders ahead of Governor Curriculum Workshop. - Organised release time all leaders to attend Governor Curriculum Workshop.	- Time allowed for leaders to feel ready ahead of workshop. - Leaders able to speak to Governors about their subject. - Governors to have a clearer understanding of different subjects' curriculum, strengths and next steps.	Ensure any staff changing subjects have time to meet to hand over.

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- Run netball club (spring) and athletics club (summer). - Years 3 & 4 football tournament at LVS – three teams - Years 3 & 4 girls netball festival at Marist - Attended years 5 & 6 netball competition at Charters. - Multi-skills festival at Marist for year 2 girls. - Years 5 & 6 basketball competition at Charters. - Organisation of KS2 Sports Day - liaising with Year 6 house & vice captains.	- Clubs well-attended. Girls only – but getting and keeping girls interested in sport is important! - Giving children experience of competitive sport against other schools. - Forming and maintaining relationships with staff at other schools – useful contacts. - Leadership development for Year 6 pupils ahead of heading to Secondary School where they may complete leadership requirements as part of subjects studied. - Sense of community – older children leading, encouraging younger ones; acting as role models. - Children receive certificates in CW and celebrated by the whole school. Matches/ tournaments reported on weekly newsletter. - All the above help raise profile of competitive sport within school, encourage healthy lifestyles – physical and mental – and build good relationships with other schools in and outside of the Cluster.	- 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 increase participation in extra-curricular sports clubs, look at groups attending i.e. gender, pupil premium. - Year 5 Olympics Day at St. George's in July. - Years 5 & 6 Rounders competition has been rescheduled for July.
- Sentence Stacker break downs competed and emailed to teachers for the summer term. - Researched reading materials – John Murray resources bought.	- Sentence Stacker breakdowns help teachers to plan grammar and punctuation lessons into TWS units. - John Murray reading resources bought. Three levels – 'Reading Rocketeers' for Year 2 and catch-up in KS2, 'Reading Explorers' for core readers in years 2 – 6 and 'Top Class Comprehension' for more able in Years 3 – 6. These resources will ensure high quality explicit teaching of reading skills from Years 2 – 6.	- Continue to write Sentence Stacker breakdowns for next term - Writing Wall of Fame to be updated half termly and pieces of work celebrated on website. - Review how the library can be used by more pupils this year. - The library will be an area for development next academic year. - Research reading materials and make decisions about consistent approach. - Monitor use and impact of John Murray reading resources.
- Writing intervention groups for Years 2 & 3 in spring & summer. - Analysis of the above groups.	- Spring and summer - 90% Y2 pupils made expected progress in writing. - Spring and summer - 82% Y3 pupils made expected progress in writing.	Continue support for these pupils next academic year.
- Spring and Summer data into De-tracker. - Progress and Attainment document completed for spring and summer. - NTS Assessment resources used in spring term by years 3 – 5. - NTS assessment used in summer term by year 1, 3 – 5.	- Analysis allows groups to be identified for intervention. - Analysis allows for trends to be identified and targets set.	- Consider the usefulness of EYFS data on the same sheet as KS1 and KS2 data. - Explore the tools and data provided by the NTS assessments and the online tool.
Activities organised for World Book Day – potato character in KS1 and shoebox book design in KS2.	- Prizes given out in CW. - Raises profile of reading.	
Organisation of Book Fair	- Raises profile of reading - Encourages children to – all children want to take their parents to the Book Fair. - A percentage of sales goes to the school in the form of Scholastic reward points that we can use to but new books.	Buy class sets of books for use in English lessons using Scholastic reward points.

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• Writing moderation spring term – emphasis on children working outside of year group. • Writing moderation summer term – emphasis on children working above ARE.	• Sharing of good practice • Professional dialogue • Confirmation of judgements. • Aids consistency of judgements	• Draw together as a staff what 'Greater Depth' looks like in each year group.
• Learning Through Landscapes provided gardening training for many TAs. • Gardening / Eco-committee lunchtime club started up – run by HLTA. • Met with Michael Jones (Education and Engagement Office - Thames Basin Heaths Partnership) about possible help with lunchtime club and other opportunities within the curriculum. • Communication with parent (expert) about use of school grounds for gardening.	• TAs have increased confidence with working with children through gardening. • Children more aware of environment around them / sustainability ideas – growing their own food. • Stakeholder – parent / school links	• Gardening / Eco-committee Lunchtime Club to run next year with HLTA and expert parent. This could be run like School Council – perhaps two children from each year group – Years 1 – 6. • Cordon off area for this club to plant various vegetables etc – perhaps back of the field – more productive use of space. • Look at using Michael Jones for curriculum / trips related to geography and science curriculum. • Link to foodbank perhaps / raise funds through selling of produce.
• Organisation of cover for TAs to be released from classes to attend ASD / ADHD talks	• TAs more confident working with children with these diagnoses. • Chance for TAs to talk to an expert and ask questions.	• Further / more in-depth training for TAs.
• Organisation of visits from Ashley Hill Academy Trust ECTs.	• Links with other schools within the Borough but outside of Cluster.	

SEND Report

SEND & INCLUSION – July 2023

Mrs Fiona Fargher

(See also SEND Annual Report to Governors November 2022)

Implementation: What have we achieved since the last report?	Impact: How has this made improvement?	Intention: What are our next steps?
Staff training needs have been considered carefully and arranged as needed (for example, Educational Psychologist delivered sessions on ASD and ADHD to all TAs).	Staff are well equipped to support pupils in class, particularly those with the greatest needs. They are aware of strategies to help with social development and learning.	Continue to monitor staff training needs. We are currently looking at supporting a new pupil (Sept'23) with Makaton signing. Being proactive ensures that pupils are supported as early as possible.
Support staff are deployed where they are most needed. For example, our specialist ELKLAN trained TA now delivers speech and language across the school as well as daily OT and sensory circuit sessions.	Pupils with the highest needs are supported by the most appropriate staff, even if this means that staff are redeployed regularly.	Continue to review needs and skills to match up support and maximise progress.
Intervention continues to be put in place as early as possible for pupils who are not making progress as expected.	The earlier intervention occurs, the best chance of reducing gaps between a child's attainment and that of their peers.	Regular meetings between Class Teachers and SENCo is essential to ensure barriers to learning are removed.
Ongoing liaison with external professionals and other RBWM SENCos, and attendance at training events remains essential.	Effective relationships with other professionals, as well as referrals and attendance at training events means that appropriate steps are taken at	Peer mentoring of other SENCos is an important role and will be continued in the next academic year.

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SENCo has supported another new SENCo within the borough with the role.	the earliest opportunity to support pupils' progress.	
Boxall profiles have been completed for more pupils in the school.	These Boxall profiles help to identify specific difficulties that a child has and enables targets to be set to support them at school.	We could consider value of Boxall profiling across the wider school (not just those with known SEMH difficulties) to allow for earlier identification of needs which may not have been spotted; this would require significant time investment however, as do reviews to plot progress.
3 pupils have been referred to CAMHS for ADHD assessment and a further 2 pupils for ASD assessment. This year, 2 pupils have received a diagnosis of ADHD and 1 pupil a diagnosis of ASD.	Referral for assessment is important to ensure pupils are supported at Holy Trinity and as they transition to secondary / other schools. Diagnosis often leads to additional support (eg. Shine Team for ASD) which is not available without diagnosis.	We continue to think carefully about timings of referrals and support parents in this area. This ensures that the right interventions and approaches are used for individual pupils.
1 EHCP has been finalised this year with a further 2 applications at assessment stage (RBWM and Surrey Councils).	Additional funding ensures that we can support the highest needs pupils as effectively as possible.	Continue to apply for EHCP Needs Assessments as considered appropriate to ensure pupils are adequately supported and that the school receives appropriate funding.
Subscription to the Number 22 Counselling service.	This has allowed 3 high needs pupils to be seen for weekly counselling sessions. A total of 6 pupils have now accessed counselling. These sessions enable pupils to share concerns in a confidential space so that they can make progress emotionally.	We have confirmed the subscription to the service for the next academic year to support further pupils.
A successful integration of a particularly high needs pupil with EHCP into the school.	For this one pupil, transition to mainstream school from a specialist setting was a challenge but he is coping well and now feeling part of the school community.	As a school we continue to be flexible in our approach to thinking how we can best support pupils. We draw on expertise outside of school as needed.
Supported the Area SENCo in assessing another school's SEND provision for the RBWM's Inclusion Quality Mark (IQM).	Useful to see how other schools provide for pupils for SEND and ensure inclusion for all pupils.	Holy Trinity is likely to be assessed for the IQM in the Autumn Term. If successful, the award will demonstrate that Holy Trinity is an inclusive school.
Nurturing group sessions have been organised by both our ELSA and the SENCo to support pupils with social and emotional difficulties.	Provision of nurturing sessions around anxiety and friendship help to ensure pupils make progress emotionally and socially. They are also important during transition periods (eg. to secondary school).	Ongoing group support as well as individual support should continue to be given where it is needed.
A coffee morning was hosted for IAS at the start of the Summer Term (Independent Advisory Service) of RBWM.	Parents were invited to hear about the support on offer across the borough for pupils with SEND. IAS can support families who are struggling with a child with SEND.	This may be an annual or bi-annual event to ensure parents who would like to know what help is available to them outside of the school.

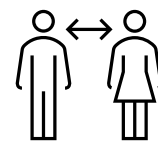
Curriculum Subjects Focus

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

RHSE at Holy Trinity Primary

“What you do makes a difference, and you have to decide what kind of difference you want to make.” Jane Goodall

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



- develop a sound understanding of healthy relationships
- gain knowledge to keep themselves healthy,
- gain knowledge to make safe and informed decisions
- develop their personal attributes that will contribute to their success throughout their life
- know how and when to ask for help and support

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

Holy Trinity is committed to ensuring all children receive a comprehensive and age-appropriate curriculum that offers opportunities for discussion and sharing. Recognising and celebrating differences is a key element to ensure our children are fully prepared for their life ahead. Teaching children about how to stay safe and healthy plays an important role in our curriculum.

The Curriculum is focused around 2 key areas:

1. Relationships Education:

- Families and people who care for me
- Caring friendships
- Respectful Relationships
- Online relationships
- Being safe

2. Physical health and mental wellbeing:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

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 develop positive relationships with others and grow as people, able to make appropriate decisions to keep themselves safe.

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

Holy Trinity pupils have opportunities to develop life-long skills during their time with us. Through exposure to a range of issues around relationships, as well as physical and mental health, they are able to develop an understanding of how to look after themselves, communicate effectively with others and keep themselves safe. We strive to ensure that pupils leave Holy Trinity school being the best version of themselves.

How Does RHSE fit in to our school vision?

To be an inspirational place of learning where:

Vision statement:	PSHE & RHSE links/actions:
We facilitate opportunities so every child can flourish in a place where they feel safe, happy and confident. 	• Ensure online safety is planned and delivered effectively and regularly in every year group • Pupils that are in need of additional pastoral and nurture support have access to the ELSA in the Pastoral Hub • P4C discussions in each class offer a safe environment to share opinions and discuss issues • Provide opportunities with outside agencies to develop pupils' awareness of safety – online safety and behaviours, fire safety, road safety, First Aid • Life skills are planned termly so that pupils have opportunities to develop personal attributes such as independence and resilience
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 new requirements of RHE curriculum • Ensure resources are easy to use and relevant
The school provides facilities that enable an optimum learning environment. 	• Ensure pupils have access to high quality resources • Ensure pupils have access to a secure, safe internet that allows them to access information they need to support their learning but in a very controlled, safe environment • Develop the playground environment for all pupils to provide them with opportunities to develop their social skills and relationships
The school plays a central role within our community and enjoys strong links with the church, local companies and other schools. 	• Consult parents on the RHSE policy and curriculum provision • Forge links with other PSHE subject leaders across the local cluster

Design Technology at Holy Trinity Primary



“Design is not just what it looks like and feels like. Design is how it works.”

Steve Jobs



Our curriculum **intent** for **Design Technology** is that every child will:

- experience a variety of creative and practical opportunities to design, make and evaluate products and feel proud of their achievements.
- develop the knowledge, understanding and the skills to engage in an interactive process of designing and making.
- work in a range of relevant contexts such as: the home and school, gardens and playgrounds, the local community, industry and the wider environment.
- develop a love for cooking and to apply the principles of nutrition and health eating.

Implementation of the Design Technology Curriculum at Holy Trinity

Design and Technology skills and understanding are built into every lesson, following a practical and interactive process of designing and making. Through revisiting and consolidating skills, lesson planning and resourcing help children build on prior knowledge alongside introducing new skills, knowledge and challenge. The revision and introduction of key vocabulary are built into each lesson. Our children learn to take risks, be reflective, innovative, enterprising and resilient. Through the evaluation of past and present technology they can reflect upon the impact of Design Technology on everyday life and the wider world. Through these lessons, we inspire pupils and practitioners to develop a love of Design and Technology and see how it has helped shaped the ever-evolving technological world they live in.

As a school and in accordance with the National Curriculum's Programme of Study, we ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday
- tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

The Impact of the Design Technology Curriculum at Holy Trinity

The impact of Kapow Primary's based scheme is constantly monitored through both formative and summative assessment opportunities. The curriculum is developed in such a way that children are equipped with a range of skills to enable them to succeed in their primary education and be innovative and resourceful members of society.

Children at Holy Trinity CE Primary School will:

- demonstrate a love of DT and an interest in further study
- meet the end of key stage expectations outlined in the National curriculum for Design and Technology
- have evidence of work showing a range of DT based topics covered, cross curriculum links and work adapted to their individual needs
- use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.
- apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.
- gain knowledge on key individuals, inventions and events in history and of today that impact our world.

How Does Design Technology fit in to our school vision?

To be an inspirational place of learning where:

Vision statement:	Design Technology links/actions:
We facilitate opportunities so every child can flourish in a place where they feel safe, happy and confident. 	- Engage and inspire all pupils and give them regular opportunities to take part in Design and Technology lessons. - 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 Design and Technology National Curriculum. - Ensure resources such as tools and materials are available and of a high standard to enable staff to undertake their job effectively and efficiently. - Liaise with cluster schools to look at Design and Technology provision and how it is delivered.
The school provides facilities that enable an optimum learning environment. 	- Ensure pupils have access to high quality resources, tools and materials. - Look into ways of funding further DT equipment using local schools and companies. - 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. - Excite the children by creating fun whole school competitions using completed models. - 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 curriculum approach through trips and visits. - Forge links with other DT subject leaders across the local cluster.

Physical Education At Holy Trinity Primary

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic & creative intellectual activity.” J F Kennedy



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

- take part in two hours of planned physical activity a week
- experience high quality teaching from teachers at Holy Trinity and sports coaches
- develop the fundamental physical skills of agility, balance and coordination
- apply these skills within a wide range of sports
- have additional opportunities for physical activity within curriculum hours and outside of curriculum hours
- be inspired to lead and support others
- be well informed to make exercise a part of their healthy lifestyle now and in the future
- exhibit the School Games values of passion, self-belief, determination, respect, teamwork and honesty

Implementation of the PE Curriculum at Holy Trinity

Holy Trinity is committed to ensuring all children have full access to high-quality physical education and sport. We use sports coaches as well as our teachers to deliver two hours of curriculum P.E. every week. In addition to two hours a week, classes participate in extra physical activity such as working towards a daily mile and 5-a-Day.

The Curriculum consists of the following areas:

- Dance
- Gymnastics
- Games, including invasion, net & wall, striking and fielding
- Athletics
- Outdoor and Adventurous Activities
- Swimming

Also, children take part in house competitions termly, and weekly sporting challenges run by our house captains.

Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Gymnastics Multi-sports – invasion games focus	Gymnastics Multi-sports – invasion games focus	Dance Multi-sports – striking & fielding focus	Dance Multi-sports – striking & fielding focus	Athletics Tennis coaching	OAA Tennis coaching
Year 2	Gymnastics Tennis coaching	Gymnastics Tennis coaching	Dance Multi-sports – invasion games focus	Dance Multi-sports – invasion games focus	Athletics OAA	Athletics Multi-sports – striking & fielding focus
Year 3	Gymnastics Tennis coaching	Gymnastics Tennis coaching	Dance Netball	Dance Handball	Swimming Athletics	Swimming Rounders
Year 4	Gymnastics Benchball	Dance Hockey	Gymnastics Tennis coaching	Dance Tennis coaching	Swimming Athletics	Swimming Rounders
Year 5	Tag Rugby Dance	Football Dance / Yoga	Gymnastics / Yoga Netball	Gymnastics Handball	Athletics Kwik Cricket OAA & (residential)	Athletics Kwik Cricket
Year 6	Tag Rugby Gymnastics	Football Gymnastics	Dance Tennis Coaching	Dance Tennis Coaching	Athletics Kwik Cricket OAA & (residential)	

Swimming

Our pupils in Y3 and Y4 attend swimming lessons at St. George's, Ascot, which are led by Frogs and Friends instructors. Our aim is for all pupils to be able to swim the required 25 metres by the time they leave in Year 6 and promote participation outside of school. Pupils follow a series of lessons in which they develop different swimming strokes, as well as building their water confidence and water safety skills.

Outside of Curriculum Hours

We offer a wide range of sports clubs before school, during lunchtimes and after school. These include the following:

- Football
- Netball
- Cricket
- Athletics
- Multi-sports
- Fencing
- Martial arts
- Tennis
- Basketball

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

Pupils experience a wide range of competitive and non-competitive physical activity and sporting opportunities both within curriculum hours, and outside of them through before and after school clubs as well as through links to community clubs.

Pupils leave Holy Trinity having found a love for keeping active and for a sport that they can build upon in secondary school and beyond. Many pupils leave having had experience of leading teams, which they can extend further should they wish to follow that pathway at their future years.

How Does PE fit in to our school vision?

To be an inspirational place of learning where:

Vision statement:	PE links/actions:
We facilitate opportunities so every child can flourish in a place where they feel safe, happy and confident. 	• Our pupils receive 2 hours of high quality curriculum P.E. / Sport delivered weekly by teachers and sports coaches. • Our pupils have access to outside curriculum hours sports clubs. • Our pupils have access to lunch time sports clubs available. • Our Year 6 house and vice captains have regular and varied opportunities to lead sporting activities. • Our pupils participate in Inter-house sports competitions. • Our high quality P.E. / Sport lessons are inclusive for all. • Celebration of participation in matches and competitions regularly included on newsletter and in assemblies. • Risk assessments for all activities. • P.E. / Sport is used to develop the physical, cognitive, creative, personal and social skills of our pupils. • P.E. / Sport contributes positively to our pupils' mental and physical health, encouraging positive and healthy lifestyle choices for their futures.
Staff wellbeing and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal fulfilment. 	• Provide more CPD opportunities for staff in P.E. & Sport • Staff to work alongside confident / expert teachers and sports coaches to increase confidence. • Continue to promote and model the physical and mental health benefits of P.E. / Sport. • Offer staff opportunities to be active and lead healthy lifestyles.
The school provides facilities that enable an optimum learning environment. 	• Ensure our pupils have access to high quality equipment during lessons. • Ensure our pupils have access to high quality equipment during break and lunch times. • Ensure our environments (hall, playgrounds and field) remain in good condition. • Our pupils have regular opportunities in addition to curriculum lessons to take part in physical activity. • Be aware of new sports that would engage and inspire pupils. • Increase displays of P.E. / Sport across the school and on webpages.
The school plays a central role within our community and enjoys strong links with the church, local companies and other schools. 	• Strong link with Charters through regular participation in inter-school competitions. • Football league participation within cluster. • Netball league participation within cluster. • Strong links with other P.E. / sport subject leaders across the local cluster • Links with schools outside of cluster, such as Papplewick. • Sign post our pupils and their parents to sports clubs and holiday clubs through newsletter and flyers. • Our pupils in upper key stage 2 go on high quality residential trips.

Statistical Data

Number on roll - 211

Below is a chart showing the number of pupils for week ending – 23rd June

Year Group	Number on roll	Boys	Girls
Reception	30	15	15
Year 1	30	11	19
Year 2	31	17	14
Year 3	30	14	16
Year 4	30	18	12
Year 5	30	18	12
Year 6	30	12	18
TOTAL	211	105	106

First Language

Albanian	Bengali	Bulgarian	Chinese	Chinese (Mandarin)	English	Lithuanian	Panjabi	Polish	Refused	Spanish
1 (0.47%)	2 (0.47%)	1 (0.47%)	1 (0.47%)	1 (0.47%)	200 (94.7%)	1 (0.47%)	1 (0.47%)	1 (0.47%)	1 (0.47%)	1 (0.47%)

Ethnicity

Bangladeshi	Black & any other Ethnic Group	Chinese + Any Other Ethnic Group	Filipino	Indian	Other Asian	Other Ethnic Group	Other Mixed Background	Other Pakistani
2 (0.94%)	1 (0.47%)	1 (0.47%)	2 (0.94%)	8 (3.77%)	1 (0.47%)	1 (0.47%)	3 (1.4%)	3 (1.4%)
Other White British	Refused	Sri Lankan Sinhalese	White English	White Irish	White & Any Other Asian Background	White and any other Ethnic Group	White & Asian	White & Black African
7 (3.3%)	1 (0.47%)	1 (0.47%)	139 (65.8%)	2 (0.94%)	7 (3.3%)	7 (3.3%)	1 (0.47%)	1 (0.47%)
White & Black Caribbean	White & Chinese	White & Indian	White Eastern European	White European	White Other	White Western European		
3 (1.4%)	2 (0.94%)	1 (0.47%)	2 (0.94%)	5 (2.6%)	4 (1.9%)	6 (2.8%)		

Religion

Anglican/ Church of England	Buddhist	Christian	Hindu	Jewish	Methodist	Muslim	No Religion
61 (28.9%)	2 (.94%)	51 (24.2%)	3 (1.4%)	1 (0.47%)	1 (0.47%)	7 (3.3%)	47 (22.3%)
Other Religion	Refused	Roman Catholic	Sikh				
3 (1.4%)	9 (4.2%)	19 (9%)	7 (3.3%)				

Special Educational Needs & Disabilities

Pupil Premium

Term	SEN Support	EHCP	Year	Ever 6 pupil number	FSM pupil number	Looked after and adopted	Pupil Premium pupils total
Summer 2023	28	6	Summer 2023	0	19	1	20

Attendance

Attendance		Target 2022-23: 96%	
Whole School End of Year	Pupil Attendance %	Pupil Attendance % 01/09/22 – 22/06/2023	
		Class	
Sept 2012 – July 2013	95.7%	EYFS	94.8%
Sept 2013 – July 2014	96.6%	Year 1	96.5%
Sept 2014 – July 2015	96.8%	Year 2	96.2%
Sept 2015 – July 2016	97.1%	Year 3	96.6%
Sept 2016 – July 2017	96.9%	Year 4	95.6%
Sept 2017 – July 2018	96.6%	Year 5	97.5%
Sept 2018 – July 2019	96.5%	Year 6	95.5%
Sept 2019 – July 2020	95.3%	TOTAL (Whole School)	96.1%
Sept 2020 – July 2021	96.7%		
Sept 2021 – July 2022	94.09		

Staff CPD training

Autumn Term 2022			
Date	Staff	Course/training	Lead/provider
During August	2 x teachers	ELS	ELS online (OUP)
02/09/22	7 x TAs + 5 teachers	ELS	ELS online (OUP)
On-going	1 x TA	Level 3 TA Training	The Learning College (online)
01 & 02/09/22	Class Teachers	Subject Leader Role	Headteacher
13/09/22	All staff	Basic Safeguarding Training	AfC
20/09/22 and on-going throughout the year	1 x ECT, 1 x ECT Mentor, 1 x ECT Induction Tutor	ECT Year 2	UCL
21/09/22	Headteacher	School Self-Evaluation	Berkshire Hub
27/09/22	Class Teachers	OFSTED Deep Dives – Subject Leader	AfC
28/09/22	SENCO	SEMH Network	AfC
03/10/22	2 x class teachers	KS2 Developing Writing	CJS
03 & 05/10/22	Admin Officer	Arbor Training	Arbor
10/10/22	DSL	AfC Annual Safeguarding Conference	AfC
12/10/22	Bursar	Bursar Support	AfC
14/10/22	Headteacher	Education Leadership Forum	AfC
17/10/22	History & Geography Lead	Leading History and Geography	CJS
31/10/22	Class Teachers	Subject Leader Role	Headteacher
03/11/22	Subject Leaders	Curriculum Review	AfC
07/11/22	DSLs	DSL Network	AfC
08/11/22	Science Lead	Leading Science	CJS
09/11/22	English Lead	English Lead Network	AfC
10&11/11/22	Headteacher + 1 x Assistant Headteacher	Headteacher Conference	AfC
15/11/22	Class Teachers	Writing Moderation	English Lead
22/11/22	SENCO	Inclusion Summit	AfC
22/11/22	Headteacher	Attendance Lead Network	AfC
30/11/22	SENCO	Pupil Premium Network meeting	AfC
05/12/22	Bursar	Strategic Estate Management	DfE
07/12/22	DSL x 4	CPOMS	CPOMS
09/12/22	Assistant Headteacher	Safer Recruitment Training	AfC
Spring Term 2023			
03/01/23	teachers	History at Holy Trinity	Headteacher
10/01/23	2 x TAs	ELS training	Assistant Headteacher
11/01/23	SENCO	Designated Teacher Conference	AfC
12/01/23	Headteacher	Heads Network - SEND	AfC
16/01/23	2 x Y2 teachers	KS1 Moderation training	AfC
18/01/23	All teachers	Cluster writing moderation	Ascot Cluster
23/01/23	RE Leader	RE Network meeting	ODBE
25/01/23	Bursar	Securing Best Value	DfE

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25/01/23	Headteacher	ODBE Updates	ODBE
26/01/23	Assistant Headteacher	ELS Tracking	OUP
31/01/23	1 x TA	First Aid	St. John's Ambulance
31/01/23	SENCO	Designated Teacher forum for LAC	AfC
31/01/23	ELSA	ELSA Network Meeting	AfC
06/02/23	Headteacher	Low Level Concerns (KCSIE)	DfE
08/02/23	SENCO	Inclusion Summit	AfC
10/02/23	Headteacher	Education Leadership Forum	AfC
21/02/23	SENCO	SEND Conference	AfC
21/02/23	Teaching Staff	CPOMS training	Headteacher
27/02/23	Headteacher	Heads Cluster Meeting	Ascot Cluster
28/02/23	Admin Officer	Attendance Meeting	AfC
01/03/23	Bursar	Curriculum and Financial Planning	DfE
01/03/23	English Lead	English Network meeting	AfC
06/03/23	4 x DSLs	DSL Network Meeting	AfC
09/03/23	Teachers	Cluster Subject Leads Meeting	Ascot Cluster
09/03/23	10 x TAs	Using Gardening within the Curriculum	Learning through Landscapes
09/03/23	Headteacher	Heads Together Network	AfC
14/03/23	Art Leader	Sketch Books	Kapow
16/03/23	All Teaching Assistants & Admin staff	CPOMS training	Headteacher
21/03/23	SENCO	Pupil Premium Network	AfC
30/03/23	All TAs	ADHD training	AfC
Summer Term 2023			
25/04/23	All subject Leaders	Ascot Cluster Subject Leaders	Ascot Cluster
27/04/23	SENCO/Designated Teacher	Designated Teacher network – peer relationships	AfC
05/05/23	SIAMS Leader	Diocesan link advisor visit	Oxford Diocese
17/05/23	SIAMS Leader (Day 1)	SIAMS	Oxford Diocese
23/05/23	Headteacher	ODBE briefing (SIAMS)	Oxford Diocese
01/06/23	Bursar	Strategic Financial Planning	DfE
06/06/23	Headteacher	Walkthrus (Tom Sherrington Project)	AfC
07/06/23	SIAMS Leader (Day 2)	SIAMS	Oxford Diocese
15/06/23	SENCO	Pupil Premium Network	AfC
21/06/23	Admin Officer	Attendance Network	AfC

Record of Governor Training/Courses Attended 2022/2023

Date	Governor	Course/Training	Lead/Location
Autumn 2022			
27/09/22	Jon Hutchinson	Safer Recruitment and People Management	Oxford Diocese
20/10/22	Tim Fettes Aileen Boaler	Educational Visits - governance training & briefing session	AfC
02/11/22	Jo Steel	New Governors Induction Part 4 – Safeguarding the Governors Role	AfC – Homer First School
23/11/22	Tim Fettes Aileen Boaler	Governor Visits	AfC
23/11/22	Jon Hutchinson	The Role of School Governors in Championing the Needs of Children Looked After	AfC Virtual School
14/12/22	Tim Fettes	Chairs' Surgery	AfC
Spring 2023			
11/01/23	Barry Aherne Dolapo Ogunbawo	What every Church School Governor Needs To Know	Oxford Diocese
12/01/23	Carol Elsasser	RBWM Clerk Briefing	AfC
Summer 2023			
27/03/23	Dolapo Ogunbawo	Lead Governor Training for Children Looked After	AfC
17/05/23 (Day 1)	Barry Aherne & Carmel Barnes	ODBE – Living Your Vision – SIAMS Self-Evaluation	Oxford Diocese

07/06/23 (Day 2)	Carmel Barnes	ODBE – Living Your Vision – SIAMS Self-Evaluation	Oxford Diocese
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Staffing

Teacher (not TA) absence rate nationally 2020/21: 45% of teachers nationally took at least one period of sickness. The average number of days taken was 8.6 days.

Staff Absence	Sept 22 – 27 th June 23	Full Year 2021-2022	Full Year 2020-2021	Sept - March 2019-2020	Full year 2018-2019	Full Year 2017-18	Full Year 2016-2017	Full year 2015-2016
Teachers (9.6)	25 (+45 long term absence)	138 + 38 long term absence	54	22.5	60	28	43	8
Teaching Assistants (11.5)	82 (+ 103 long term absence)	189 + 31 long term absence	243.5	72	156.5	74	53	91.5
Non-teaching (3)	4	19	91	1	4.5	6	18	37
TOTAL	259 days (111 days without long term absence)	415 days (346 days without long term absences)	388.5 days	95.5 days	221 days	108 days	114 days	136.5 days

Behaviour and Incident reporting (since the last report)

- There have been 3 fixed term suspensions this year and 0 permanent exclusions this year.
- There have been two parental complaints received this year regarding bullying.
- We have no incidents of racist behaviour to report.

Health and Safety & GDPR

- Heating system in need of repair – not fit for purpose. Concern for pupils & staff wellbeing and comfort.
- No data breaches to report.

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?
28/06/23	Jonathan Sharland Attendance Link	Attendance	Sarah Lawson Admin Officer	Awaiting report	
24/05/23	Revd. Jon Hutchinson	Safeguarding	Carmel Barnes DSL	- Checking staff know how to report a concern on CPOMS - SCR check	complete
01/03/23	Revd. Jon Hutchinson and Dr Dolapo Ogunbawo	Safeguarding	Jo Griffith DSL	CPOMS intro for staff	complete
29/11/22	Jo Taylor SEND link (Aileen Boaler)	SEND	Fiona Fargher SENDCo	- F&R to budget for staff absence - ELSA support	Complete
29/11/22	Jo Taylor RHSE Link (Aileen Boaler)	RHSE	Fiona Fargher RHSE Lead	- Big Book look following from visit 25/1/21 - RHSE Curriculum	Complete
23/11/22	Andrea Williamson English Lead	English: Writing	Stacey Harding English Lead	Share 2022 KS2 SATs results with community?	ongoing
21/11/22	Jo Taylor EYFS Link (Aileen Boaler)	ELS phonics	Su Tones EYFS teacher/ Phonics Lead	Track progress of pupils attainment in phonics at end of EYFS & Y1 Phonics Screening June 2023	complete
17/11/22	Jo Steel Computing Link	Computing	Jo Griffith Headteacher	- Establish EYFS key skills in computing - Teacher CPD in assessment of computing	complete
08/11/22	Andrea Williamson Admissions Committee Chair	Admissions policy and procedures	Sarah Lawson Admissions Officer	- Continue to ensure all procedures and required processes are in place - Ratify Admissions Policy	complete
20/10/22	Aileen Boaler Maths Link	Maths	Michelle Wallbanks Lizzie Neale Maths Leads	- Maths on LTPs - White Rose used consistently - EYFS maths planning	complete
05/10/22	Revd. Jon Hutchinson and Dr Dolapo Ogunbawo	Safeguarding	Jo Griffith DSL	- Feedback from LA Safeguarding Review that will take place on 18/01/23 - Termly Safeguarding visit from Safeguarding Governors	complete

Policies reviewed this term

Standards and Curriculum Committee
Complaints Policy
Collective Worship Policy
Religious Education Policy
Staff Mental Health and Wellbeing Policy
Finance and Resources Committee
Lettings Policy

Conclusion

Never have I been prouder of The Team than this past term. My sincere gratitude to all.

As we come to the end of another year and reflect on all we have achieved I am reminded of how vital it is

**LEADERSHIP IS THE
CAPACITY TO
TRANSLATE VISION
INTO REALITY.**

to continually seek improvement. This improvement doesn't have to be your own original idea – just something that fits with our vision of what it means to serve the community of Holy Trinity and offer our pupils the best. Then turn that vision into reality. And that's what we've achieved with our curriculum this year. We will continue to develop and embed our bespoke curriculum next year.

**THANK
YOU**

Thank you to all those team members who have contributed to this report and to Governors for your dedication, challenge and support.



Mrs Jo Griffith
Headteacher

GLOSSARY

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

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OFSTED	Office for Standards in Education, Children's services and skills
OT	Occupational Therapy
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