

Holy Trinity Church of England Primary School



Believe. Achieve. Inspire.
Chair of the Governing Board: A. Boaler

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

We believe that this school is at least a good school.

**TO THE GOVERNING BOARD OF
Holy Trinity Church of England Primary School
Summer Term 8th July 2021**

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

To be an inspirational place of learning where:

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

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Holy Trinity CE Primary School
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Ofsted: June 2018 1 day inspection: **GOOD** Safeguarding is effective and the quality of learning and teaching is good.

Self-evaluation judgements					
	Personal Development, Behaviour and Welfare	Quality of Teaching, Learning and Assessment	Outcomes for Children and Learners	Effectiveness of Leadership and Management	EYFS
OFSTED 2018	2	2	2	2	2
SEF Nov 2018	1	2	1	2	2
SEF March 2019	1	2	1	2	2
SEF July 2019	1	2	1	2	1
SEF Nov 2019	1	2	1	2	1
SEF March 2020	1	2	1	2	1
SEF Nov 2020	1	2	1	2	1
SEF July 2021	1	2	1	2	1
SIAMS and self-evaluation 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	
SEF Toolkit March 2016	Good	Good	Satisfactory	Satisfactory	
SEF Toolkit March 2017	Good	Good	Good	Good	
Interim ODST June 2017	Good	Good	Good	Good	
SIAMS January 2018	Outstanding	Outstanding	Outstanding	Outstanding	

School Context

- This voluntary aided primary school has 242 pupils on roll and is average in size.
- The school serves an area with a large proportion of social and economic wealth. It is in the least deprived quintile of all schools nationally in terms of deprivation.
- Pupils enter EYFS with varied abilities with the largest proportion being at average ability.
- English as a first language is 95.86% (National: 78.6% RBWM: 82%).
- The number of pupils entitled to pupil premium and Ever 6 funding is 23 (9.5%) and is below the national average (20.8% Jan 2021).
- 8 pupils have EHC Plans for learning difficulties, disabilities and additional needs (8 pupils: 3.3%) which is in line with national average (3.3% Jan 2020).
- 34 pupils are on our SEN register. 26 do not have an EHCP (10.7%). This is below national average of 12.1% (Jan 2020).
- The gender ratio is boys: 51.2% and girls: 48.8%.
- Our attendance target for 2020-21 has been agreed by Governors as 96.5%. Autumn term 2020 attendance: 97.1%. March to July attendance: 96.5% (National attendance March to June: 95.1%)
- The whole school attendance attainment for 2018-2019 was 96.5%.
- Persistent absence for current year is 6.6% (16 pupils). (1 pupil has prolonged absence due to a severe medical need. 3 pupils have high SEN needs and are on reduced timetables - we are working closely with these families to offer support for improved attendance. 1 child has not returned to school since Christmas and the EWO is involved in this case.) The national rate of persistent absence for primary schools (2019/20) is 11.23%.
- In 2018/19 our rate of overall absence of 3.5% was slightly below the national average for schools with a similar level of deprivation (3.9%). Our persistent absence in 2018/19 (8.2%) was in the highest 20% of schools with a similar level of deprivation. Of these absences, pupils whose first language was not English was in the highest 20% of all schools.
- In 2018/19 Holy Trinity received £965,952 in grant funding. £327,499 less than the national average.
- In 2018/19 we had a per pupil spend of £4,484. National average was £4,845.

Staffing Structure

The school senior leadership (The Heads Team) is made up of the Headteacher (previously one of the co-Headteachers) and the two Assistant Headteachers. This structure has been in place since September 2020. There is a middle leadership team (The Team Leaders) who take on the phase group lead roles, subject leadership and TA deployment. The SENCo is part time and has recently been awarded the national SENCo qualification. All teaching and support staff are involved in curriculum development and each subject is led by a class teacher with TA support. 2 HLTAs, 1 pastoral support member and an NNEB form part of the TA team. There are currently 11 qualified teachers (including part time staff, the Headteacher and SENCo). 32 staff are employed by the school, some of which are part time (*this figure includes admin staff, the site manager and clerk to the Governors*). We have employed 2 qualified, experienced teachers (part-time) to deliver catch-up sessions for identified pupils across the school (September 2020).

Safeguarding, Health & Safety

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

Vision and Values

A shared vision was recently reviewed with all stakeholders, shared with all and implemented across the school (see front cover of this document). The school achieved 'outstanding' in SIAMS (Jan 2018) and the vision and values are embedded throughout. British values sit alongside 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 Digital Leaders, School Council, Sports Ambassadors and Head boy/girl roles. The school was awarded Investors in Pupils (September 2018) and was deemed proficient. The Spiritual Garden is a learning and reflective space. The church team use the school grounds (in 'normal' times) to hold a successful annual Autumn Fair which involves many local groups and is very well attended by many members of the village and school community. The Scout and Cub groups have used our grounds for meets.

Buildings and Premises

Fire doors have been replaced recently. Additional Wi-Fi points have been installed throughout the school to improve internet access. An outdoor access Wi-Fi point for EYFS has also been installed to enable access whilst in the outdoor classroom and Forest School. A new KS1 and EYFS outdoor Adventure Playground has recently been installed, part funded by PTA and parental donations. The timber trail, that was recently damaged by a falling tree, is due to be replaced to offer the KS2 pupils an outdoor play structure. Work is underway with pupils to improve outdoor facilities for the future. PTA have agreed to raise funds towards this.

TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Autumn 1 2020	CORE SUBJECTS: to continue to deliver excellent learning opportunities that result in high standards of attainment. Introduce 'The Write Stuff' approach to writing across the school. PSHE: To further develop relationships with peers BEHAVIOUR: To inform pupils about anti-bullying including allergy awareness. To support pupils with their understanding of how to keep safe and healthy. E 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. To work towards achieving the 'Healthy Schools' award LIFE SKILLS: To provide opportunities for pupils to develop their life skills, including mindfulness DIVERSITY: To plan opportunities and activities that provide exposure to diversity for all our pupils	School re-opening: To ensure gaps in learning due to school closure are identified and a fit for purpose curriculum is devised. Identify any pupils in need of additional catch-up teaching and plan appropriate delivery. Impact will show effect of school closure on pupil attainment and wellbeing is closely monitored and addressed as necessary.
Term 2 Autumn 2 2020		Relationships and Sex Education: To make preparations for the new RHSE curriculum. Impact will show parents are aware of the planned changes to the RHSE curriculum. Policy will be in place and Staff will feel prepared to deliver the curriculum from Spring 2021.
Term 3 Spring 1 2021		Science: To further develop teaching and learning in science. Impact will show scientific investigations across the school allow opportunities for pupils to follow lines of enquiry. Impact of CPD will show teachers are more confident to deliver high quality science sessions. Pupils scientific knowledge and vocabulary will be secure and progressive throughout the school.
Term 4 Spring 2 2021		Art: To further develop teaching and learning in art. Impact will show art across the school allow opportunities for pupils to develop skills and experience a wide range of media. Impact of CPD will show teachers are more confident to deliver high quality art sessions. Progression of art skills across the school will be evident.
Term 5 Summer 1 2021		DT: To further develop teaching and learning in Design Technology. Impact will show Design Technology is planned and delivered systematically in all classes and is evident in display. Pupils will experience a variety of opportunities to design, make and evaluate products and feel proud of their achievements.
Term 6 Summer 2 2021		Curriculum Review: To review our creative curriculum. Impact will show topic based learning is enabling pupils to develop knowledge, practise skills and enhance life skills. Opportunities to build on diversity and inclusion are maximised to engage all pupils.

QUALITY OF EDUCATION		
Implementation: What have we accomplished since the last report?	Impact: How has this made improvement?	Intention: What are our next steps?
CURRICULUM PLANNING		
- Monitored the success and impact of The Write Stuff. - English Leads have continued to provide training, support and monitor The Write Stuff. - Explicit links to diversity and inclusion identified throughout the curriculum and throughout the year. - Writing activities are purposeful, engaging and fun with themes that particularly encourage boys, using The Write Stuff approach. - SCARF resources monitored and further CPD provided for staff. - Subject leaders have monitored to ensure coverage and progression across the school.	- Staff have a greater understanding of The Write Stuff approach. Resources and strategies are being employed by most teachers across the school and impact on the quality of pupils' writing is beginning to show. - Our curriculum is more inclusive. Pupils are more able to relate to the teaching which in turn inspires their learning.	- Continue to embed The Write Stuff in order to see impact on quality of writing across the school. Writing will be a main focus in SDP and Performance Appraisal targets next year. - Identify what we can continue to use from working remotely (ie homework set on Teams). - Pupil voice – do pupils feel they are represented in our curriculum? - EYFS curriculum to be reviewed and adapted in light of the new EYFS Framework. - Continue to develop and embed The Write Stuff approach to impact on quality of writing. - Ensure staff have really secure English subject knowledge (especially GPS) if moving year groups). - Explore how to evidence foundation subjects in a meaningful and manageable way. Explore the use of Big Books. - Leaders to evaluate current phonics provision in order to plan improvements and resource provision.
CURRICULUM IN ACTION		
Science, DT and Relationships, Health and Sex Education are our current foci - RHSE staff CPD. - Parents consulted on RHSE policy and curriculum content. - Science staff CPD focusing on assessment and curriculum coverage of science across the school. - Diversity in science (scientists) a focus. - STEM week combining DT and Science culminating in Celebrating Science day and Wacky Races event for all pupils. - Design Technology CPD for staff.	- Parent consultation shows..... - Diversity is a focus across all subjects. I'm really proud of the innovative and inspiring ways staff have worked to make such positive changes to our curriculum to ensure all our pupils feel included and inspired. - Pupils have enjoyed the planned activities and the profile of science and DT across the school has been raised.	- Ensure pupil voice is included in RHE curriculum planning and policy ahead of autumn term. - From monitoring and SDP evaluation, identify NC subjects to focus on for next year. - Plan trips and visits (if restrictions allow) to ensure topics are enriched.

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STAFF DEVELOPMENT		
- One Team Leader in receipt of NPQSL national training. - Teachers and TAs have attended various courses specific to their development needs and curriculum areas. - EYFS teacher and Headteacher have been in receipt of training for the revised Development Matters EYFS curriculum that becomes statutory in September 2021. - One of our TAs has successfully completed her Early Childhood Development training.	- Roles and responsibilities are known and shared amongst staff. - The school is well led and managed. - EYFS staff are aware of the new curriculum requirements.	- Ensure EYFS staff are confident in the new framework for September (including induction of new staff member). - Provide support and training for staff moving year groups in September. Curriculum knowledge support and SEND needs. - Engage in LA development of subject leaders if provided. - Plan for in-depth subject monitoring to be part of the TDM cycle to ensure timely and relevant next steps.
CULTURAL CAPITAL/DEVELOPMENT		
- Vulnerable pupils identified and monitored through Pupil Progress Meetings. Identified barriers and considered how planned trips/visits and experiences are enhancing their cultural experiences. - Continued to work with families if absence is a concern. Worked with the EWO and other agencies to provide support as necessary. - Staff have used creative ways to expose all our pupils to cultural and learning experiences during the current restrictions.	- Children and families have had access to school staff to be able to share concerns and continue to offer advice and support. - Children have had access to high quality experts in their field and a hands on approach to learning. Examples include: ➤ EYFS Life Base virtual session ➤ Y3 & Y4 weekly swimming lessons (10 sessions) ➤ Y5 Bikeability level 1 and 2 ➤ EYFS & KS1 Theatre visit ➤ KS1 dance workshops ➤ EYFS Farm visit ➤ Y4 virtual science session (habitats) ➤ Sports Week – Bubble Sports Days ➤ Y5 residential visit to Brenscombe ➤ Y6 residential visit to Mill on the Brue ➤ Rotary Maths competition for Y2 and Y4 pupils ➤ Y1 and Y2 visit to Legoland ➤ School Council visit to Holy Trinity Church café ➤ Year 5 & Year 6 STEM day – Mission to Mars ➤ Celebrating Science day ➤ Y3 visit to Legoland	- Document on LTPs the opportunities to enhance experiences for pupils. - As restrictions allow, plan for trips/visits and visitors to bring the curriculum to life for all pupils. - Continue work with EWO and families for whom absence is a concern. - Continue to support families financially if in need.
ATTAINMENT		
Pupils needing catch-up intervention identified across the school and progress and impact is being monitored and tracked.	Pupils identified in autumn 2020 have been in receipt of regular catch-up intervention (additional teaching in small groups.) Specific learning objectives have been	Continue with catch-up interventions and targeted support for identified pupils throughout next academic year.

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- Two experienced teachers employed to deliver the catch-up sessions (3 mornings per week in KS2, 1 morning per week in Y2 phonics & 1 morning a week in EYFS). 2020-21 data gathered and analysed for groups and subjects. 2020-21 data (Summer 2019 data shown for comparison) shows pupils across the school achieving ARE: ➤ Reading: 79% (90%) ➤ Writing: 67% (84%) ➤ Maths: 73% (86%) - End of KS2 data 2020/21: (Summer 2019 data shown for comparison) ➤ Reading: 97% (87%) ➤ Writing: 79% (76%) ➤ Maths: 93% (80%) - End of KS1 data 2020/21: (Summer 2019 data shown for comparison) ➤ Reading: 87% (85%) ➤ Writing: 63% (76%) ➤ Maths: 73% (80%) - All statutory tests and data submission are cancelled in Summer term 2021. We are engaging in LA and cluster moderation to ensure robust teacher judgements. - Pupil Progress meetings taken place to discuss ways forward, interventions and barriers identified for pupils causing concern. - ARE statements for all foundation subjects agreed and used by teachers.	identified by teachers and the catch-up teaching is highly focused. Pupils attainment has been negatively impacted by school closures.	- Adapt curriculum and teaching as necessary throughout the year next year to continue to plug gaps in learning. - Engage in the National Tutoring Programme to provide targeted support where needed. - Ensure handover to next teacher details the gaps in learning identified through on-going assessments. - Report attainment to parents in end of year reports. - Include internal assessment judgements in transition information for next schools. - Continue to use Pobble to moderate teacher judgements in writing. Plan cluster moderation if possible next academic year.
Relationships and Health Education		
- RHE subject leader attended training from RBWM and Oxford Diocese. - Policy has been shared with staff, Governors and parents. - Curriculum resources (SCARF) already known to staff. - Life Base delivered virtual lessons for all classes and CPD for teachers. - All classes have been accessing the SCARF resources	- RHSE subject leader able to lead on policy, curriculum and staff CDP. - Parents, Governors and staff have had the opportunity to comment on policy and content. - Pupils are in receipt of RHSE teaching. - Parents in Y5 and Y6 have been informed of additional sex education teaching and have had the opportunity to	- Continue to monitor the RHSE teaching and learning to ensure it's fit for purpose and robust (especially in light of OFSTEDs report into sexual abuse and harassment in schools). - Ensure Internet Safety and RHSE sessions are high priority and reactive to pupils' experiences and current online behaviours. - Ensure pupils voice is captured in terms of curriculum content

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to deliver the proposed curriculum. • RHSE curriculum map and resources to be used included as an appendix in policy. • Consulted parents and pupils on RHSE content and policy and provided opportunity for comment and feedback. • CPD for teachers led by subject leader.	raise concerns with their class teacher.	– be reactive and flexible with content in KS2 to respond to the needs and situations of the pupils. • Continue to provide CPD for staff. • Provide CPD for teachers on NOS and monitor the impact of the lesson resources available
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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?
LEARNING BEHAVIOURS & CONDUCT		
• Pupils attitudes to their education are positive (see pupil wellbeing questionnaire). They were happy to return to school and have shown great resilience to all the changes they have experienced. • Support and appreciation to enable all staff to work differently under hyper-vigilant status. • Appreciation of one another in a crisis situation. • Engagement and wellbeing of pupils and staff since school's March re-open has been a focus.	• Pupils are recognised for their good behaviours and take pride in their achievements. • Children and individual families have been supported. • Staff wellbeing has been accelerated to minimise anxiety. • Team strengthened.	• Include CPD for staff on First Aid in the new RHSE curriculum. • Plan CPD around metacognition for all staff to further support pupils with learning both in school and at home.
BULLYING AND DISCRIMINATION		
• Continued to monitor behaviours throughout the school and worked with parents and pupils as necessary. • Ensured pupils have the opportunities and safe places to share concerns with an adult in the absence of our ELSA support. • Discussion and focus on 'tolerance', 'respect' and 'responsibility' woven into our values delivered through Collective Worship and class discussions.	• 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.	• Plan Anti-Bullying week next academic year 15th – 19th November. Theme: 'One Kind Word'. • Provide staff CDP. • Use ELSA expertise to deliver class sessions throughout the school. • Continue to encourage pupils to 'stand up and speak out' against any discrimination or bullying behaviours.
ATTENDANCE & PUNCTUALITY		
• Attendance for the year is not able to be calculated due to closure however, attendance for autumn term was 97.2% and	• High levels of pupil attendance has had a positive impact on pupil confidence, routine and learning time.	• Track pupils and staff attendance next term presuming social restrictions will be lifted. Carefully

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from re-opening to the end of summer term was 96.5%. • The school Admin Officer has devised a school 'track and trace' system to be able to have Covid related absence information to hand should we require it. • Continued to monitor and assess the effect school closure has had on pupils wellbeing and their attainment. • Continued to monitor closely pupils whose absence is concerning – liaised with EWO as necessary and supported families where possible. • Continued to record Covid-related absences on our own system for both staff and pupils. • Staff attendance has been a big concern – not Covid related. Individual's circumstances dealt with case by case.	• Multiple long-term Staff absences have had a noticeable impact on pupil attainment and wellbeing.	monitor the October half term for extended holidays. • Continue to work with the EWO and families whose attendance is causing concern. Offer support where possible. • Communicate expectation that staff are available for work for September return taking into account any quarantine measures in place.
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PERSONAL DEVELOPMENT

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

• Identified explicit learning opportunities, throughout the curriculum and in wider school life, for promotion of diversity and protected characteristics. • Y4 keyboard lessons during summer term. • Residential visits for Y5 and Y6. • British Values woven into our termly Christian Values.	• Our termly values were still discussed and explored through virtual Collective Worship promoting pupils' character development and understanding. • Y4 pupils have had the opportunity to learn a new skill or develop an interest/talent in keyboard playing. • Y5 and Y6 pupils have had the chance to develop their confidence and independence by staying away from home and trying a plethora of outdoor activities that they haven't experienced before. • Pupils are exposed to discussions about tolerance and respect often. They have the chance to see others' views and show respect.	• Continue to seek ways to provide opportunities for pupils to develop their own interests and talents and share them with the school. • Plan how new pupils in EYFS can be supported by one of the Y6 class being Buddies. Supporting confidence, new friendships and settling into Holy Trinity. • Support Y1 pupils next year with one of the Y6 class being their Buddies. This will also build their confidence to integrate with the rest of the school at lunchtimes and in Collective Worship.
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PHYSICAL HEALTH

• Sports Week Summer term 2021 provided all pupils with the chance of trying out new sports and raising their interest in physical activities. • Work is underway with School Council to plan the KS2 Adventure Playground canvassing ideas and suggestions from all classes. • PE curriculum for school re-opening was re-considered to take into account restrictions and guidelines. • Magpies continue to provide specialist PE teaching. • Continued to plan intra-sport competitions every term whilst adhering to bubble restrictions. • Continued to monitor the sports after school club provision. Followed guidelines and advice from DfE and provided a greater range as and when restrictions allowed. • Swimming provision for Y3 and Y4 during the summer term in a covid secure way.	• PE curriculum closely monitored and flexible due to social restrictions and risk assessments. Pupils have been in receipt of a high quality and broad PE curriculum that has provided them with a focus on physical wellbeing. • Sports Week was very well-received (all pupils had the chance to learn archery as well as take part in bubble sports days). Engagement and enjoyment was high. Sadly, we were not able to invite parents. • The competitive element of Sports Week strengthened the House Team spirit throughout the school.	• Monitor the Daily Mile and encourage all classes to participate. Investigate the possibility of an all-weather running track around the field. • Ensure the Sports Premium report is update in autumn term. • Plan for playtime activities to engage pupils. • KS2 Adventure Playground plans to be followed up. • Actively celebrate pupils sporting achievements outside of school in celebration assemblies, newsletters and displayed in school. • Physical health elements of new RHSE curriculum to be secure.
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MENTAL HEALTH

• Pupil questionnaire analysed and shared with parents. Support identified and put in place (although absence of ELSA has limited this support in school). • Referrals for pupil support internally or with external agencies as necessary. • Continued to monitor staff wellbeing and offered support where needed. Multiple long-term staff absences have impacted negatively on other staff wellbeing and workload. Heads Team providing as much support as possible.	• 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 has found this support helpful). • Staff report feeling well-supported by leadership although negatively impacted by high staff absence.	• Monitor aspects of mental health in RHSE curriculum. • Ensure ELSA support is available for identified pupils. • Consider sourcing additional ELSA support using Recovery Funding if necessary.
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CHRISTIAN DISTINCTIVENESS

• Daily Collective Worship continued virtually or in bubbles. • Continued to work alongside Revd. Jon and the Church Team to be able to provide	• Continuing Collective Worship following our values and planned Bible focus' has ensured our Christian distinctiveness is still celebrated. • Not being able to gather together as a whole school has	• SIAMS Leader to explore ways to engage pupils in the planning and delivery of Collective Worship. • RE Leader to work with pupils to develop Prayer Spaces around school inside and out.
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Leavers' celebrations in some form. • Revd. Jon was able to come in to school to facilitate Collective Worship with each bubble. This was very well-received! • Revd. Jon has provided virtual Collective Worship for Pentecost. • The community collection for Mrs Poulter and her family demonstrated such a strong sense of community feeling and compassion. We were all so affected by the strong sense of community.	been difficult. Both pupils and staff miss the opportunity to come together as a community. • The whole community demonstrated their care and compassion for one of its members; the overwhelming statement of support was wonderful to experience.	• Familiarise ourselves with the recently published 'Guidance for Collective Worship' document to ensure we are at least compliant. • Resume Collective Worship in person as soon as we are permitted.
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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		
Throughout COVID 19 school re-opening and the second lockdown, leadership have been navigating constant change: • Rapidly implementing procedures, guidance & policy. • Keeping staff well-informed, with their well-being and safety as priority. • Leading the school through this time has been exceptionally pressured with the need to also manage own family circumstances. • Managing professional communication and safety as high priorities. • Liaising with the LA, unions, cluster and other professional bodies. • Representing the Ascot Cluster in LA meetings. • Ensuring timely communication with parents is priority. • Finding ways to undertake statutory duties safely (i.e. Parent Consultation Meetings conducted virtually) • Continuing to market the school to prospective parents following social	• Staff with new responsibilities are keen to develop their skills. • We have been able to provide staff with opportunities to develop and grow. • Holy Trinity has an experienced staff body that has had a positive impact on children and families. • Honest and open dialogue between staff and leadership is greatly appreciated. • Staff have felt reassured and supported during this uncertain time. • To be able to provide clear leadership in such uncertain times is what the staff, pupils and parents need and we are proud of our efforts! • We are fully staffed for September. <u>Governance</u> • All scheduled meetings have gone ahead virtually providing strategic direction and support to the leadership. • Governor training has continued virtually to ensure all governors are fulfilling their roles. • Governor biographies ensure transparency and inform parents/prospective parents of	• Ensure school is a safe place for staff and pupils in autumn term – put in place any guidance from DFE and review risk assessments in light of situation at the time. • Induction of new staff members. • Ensure newly qualified teacher – ECT (Early Career Teacher) is well supported by internal mentor. • Secure a successful transition for new pupils arriving in EYFS. • Produce SDP for 2021-22. • Plan monitoring programme. • Subject leaders to produce HUGGS for 2021-22. • Engage in NTP to provide high quality (part-funded) intervention for identified pupils. • Engage in Nuffield Early Language intervention in EYFS and Year 1. • Undertake statutory Reception Baseline Assessment in autumn term in EYFS. • Explore the benefit of joining the BBO Maths Hub in order to further support teaching maths mastery. • Support EYFS in the new framework and curriculum design and provision. • Audit phonics provision and research an updated scheme of work.

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distancing guidelines or providing virtual tours. • Support the LA with communicating directly with parents to help reduce the spread of the virus. • Prepared detailed Contingency Planning for the event of school closure or bubble collapse. • Prepared detailed plans on the use of catch-up funding. • Supporting multiple staff through difficult personal circumstances. • Continuing to strengthen the new leadership team. • Navigating the ongoing impact of COVID 19 on community, staff and children. • Closely monitoring staff well-being and workload. • Monitoring and adapting the SDP priorities – on-going. • Monitoring the curriculum gaps as a result of remote learning. Finding creative and inventive ways to cover areas. • Planned for transitions for pupils joining and moving on from the school. • Staffing structure for September in place. <u>Governance</u> • A COVID-19 working party has been set up to ensure all procedures and policies needed are secure. • All committees have continued to meet virtually despite current restrictions. • Governor biographies have been added to the school website. • Succession planning for up-coming governor vacancies • Marketing governor role to parents for up-coming parent governor vacancies. • Despite Covid, all policies that were due for renewal have been reviewed as planned.	the role of the governors in the leadership of the school. • Succession planning for up-coming vacancies (including Chair) has enabled sharing of roles and information.	<u>Governance</u> • Fill two upcoming parent governor vacancies and begin induction process. • Support new Chair of Governors. • Roles and responsibilities of governing board linked to SDP and necessary chairs of committees. • Plan governor visits linked to SDP and actions from previous visits.
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FINANCE

1-year budget submitted to LA - Disposed of expired assets (laptops) following procedure. - Explored the possibility of future double intake Reception years with the LA.	- Catch-up funding being used well to benefit identified pupils that have been disadvantaged due to school closure. - Replacement of a further 5 pupil laptops has enabled the curriculum to be delivered more effectively and with less frustration! They are fit for purpose. - Replacing staff laptops on a 3-year lease basis means staff are able to deliver teaching effectively.	- Plan KS2 playground and get 3 quotes. - Continue to seek a further 2 quotes and funds for car park expansion. - Consider staffing going forward with the double intake year leaving Summer 2022. - Pursue the set-up of a school credit card. - Ensure a healthy carry forward with the 2021-22 budget to compensate for the future loss of income when the double year leave.
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SAFEGUARDING

(see also Annual Safeguarding Report to Governors)

- DSLs in school are in constant communication (including throughout school closure) and keeping records to enable tracking of vulnerable pupils. - Referrals made as necessary. - DSL update training attended. - DSLs working closely with LA to ensure pupils with Early Help support, Child In Need plans or Child Protection Plans are fully supported. - All DSLs have this role detailed in their job description to ensure transparency and accountability. - Assistant Head attended Safer Recruitment Training. - Continued to update staff on any safeguarding information as necessary. - Internet Safety is included in RHSE policy and curriculum. - Governors have renewed their Prevent training. - Safer recruitment procedures followed with new appointments.	- All staff are fully aware of procedures and signs to be aware of. - All safeguarding concerns are investigated robustly and recorded consistently. - Pupils safety and well-being is a key priority for staff – DSLs are highly committed to working with families and agencies to ensure the child's safety.	- Ensure Safeguarding Induction for new staff members is robust and fit for purpose. - Ensure all safeguarding checks are undertaken for newly appointed staff members and governors. - Ensure SCR is updated to reflect staff changes. - Ensure all safeguarding records are transferred to new schools for pupils who are leaving us. - Prepare Annual Safeguarding Report for governors in Autumn term. - Provide annual safeguarding basic training for all staff in September. - Update Safeguarding Policy in light of any changes to KCSIE 2021.
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STAFF

- Staffing structure in place for September including two new members of staff (1 x TA + 1 x ECT) - Planned for the staffing structure once the double intake has left in Summer	- We retain high quality teaching staff across the school. - Staffing structure in place and handover planned to ensure pupils needs are known and planned for in September.	- Provide support and induction for new staff members. - Support ECT with weekly mentor meetings and engage with UCL as Lead Provider through Teaching School Hub Berkshire (Langley Grammar).
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2022 with a one-year contract of newly employed teacher. - Planned increase of additional leadership time for the two Assistant Headteachers from September. - New laptops leased for all teachers. - Multiple long-term absences on staffing team.		- Support EYFS staff as they engage with new EYFS framework. - Support Year 1 staff as they continue to provide EYFS current framework. - Support staff in new year groups. - Ensure caretaker/cleaner role is planned for if absence continues.
STAFF WELLBEING		
See 'Leadership' - Staff wellbeing questionnaire identified problems with staff laptops being a major source of frustration. Laptops replaced. - Continued to ensure staff wellbeing and safety is priority as we navigated through lockdowns and restrictions. - Included a focus on staff wellbeing discussions as part of the Performance Appraisal process. - Weekly staff fitness club set up by staff member.	- Staff know how to access support if needed. - Replaced laptops have reduced stress with technology. - Performance Appraisal discussions are an opportunity for staff to share any concerns about wellbeing. Mental First Aiders on staff team to support if need identified too.	- Staff fitness club to continue. - Continue to place a focus on staff wellbeing during Performance Appraisal discussions and target setting process. - Continue to signpost staff to support if needed. - Review staff workload as part of a staff wellbeing questionnaire.

The Heads Team – Reports from the Assistant Headteachers

Mrs Carmel Barnes – Assistant Headteacher		
Key responsibilities: • SIAMS • RE • Collective Worship • Assessment • Data tracking and analysis • Safeguarding & Child Protection (DSL) • Performance Appraisal • MFL		
Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
• Performance Management of staff and TAs • Pobble Training – as a tool for moderating across the LA. • Planned for FFT Lightning Squad – Government Recovery Programme for Reading (National Tutoring Programme). • Attend informal moderation meetings between the LA and Y2 and Y6 teachers. • Continued to lead the school to gather in faith through collective worship. • Continued to work closely with Early Help Team as DSL role. • Attend DSL Network meeting. • Accomplished data harvest for Summer Term. • Analysed data and tracked identified groups.	• Pobble Training provided a platform for cross moderation between schools. I led a staff meeting on the tool and is going to be used to moderate a sample selection of Y6 writing to confirm judgements with the LA team of moderators. • Continued to provide collective worship planning for all staff. As Bubbles we came together to worship. The impact of having our key stages in the hall was just amazing. Hearing children pray, sing and reflect together was certainly a highlight this term. • A big thank to Rev Jon for leading us 'live' in school across each Key Stage in prayer and worship. Thank you for all your time and efforts in bringing the Good News to us in your unique, beautiful way! • Completion of Summer Data and analysis of identified groups. Results to form part of Heads Team meeting to feed priorities into SDP. • Attendance at DSL network meeting to access latest news on Safeguarding and Child Protection. • Continuation to support families experiencing difficulties. Early Help Team or in school support. • FFT Lightning Squad – unfortunately unable to run this term due to suitable tutor shortages. Hopeful that the subsidies will be similar so there will be the option to run in the Autumn Term for the same cohort of children.	• To develop and engage pupil participation in planning and delivery of collective worship. • Continue to monitor as part of DSL role. • To analyse data from Summer Harvest and feed priorities into SDP. • SIAMS – develop understanding of the process. • FFT Lightning Squad progress update.

Miss Michelle Wallbanks		
• Behaviour & Safety • School Council • PTA link • TA Lead • Music • Student Placements • Feedback and Marking • Performance Management • Creative Curriculum • P4C and growth mindset		
Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
• Pupil voice continues to develop within the school and community through school council. Councillors are now meeting in key stages. They have interviewed a parent governor and are going on a trip to the church to thank them for this year • Continued to communicate regularly with the PTA taking ideas from the school council to organise a bubble film night and 'Break the Rules Day' • Oversaw whole school timetables (Transitioning from phase to Key stage bubbles) • Completed the 'Pivotal Behaviour' course led by Mark Bocker and created presentation to feedback to staff • Monitoring of creative curriculum through whole school book look, reviewing long term plans and interview from school council. • Monitored music across the school during the June inset day • Performance management of teachers and TAs	• Pupils are now able to communicate with more peers and younger pupils are learning from the examples older pupils set. Pupils are excited about the trip and will be together in the community as a school council for the first time this year • A very successful Break the Rules Day which children loved and this raised a considerable amount for the school • Pupils are interacting in bigger groups developing their social and emotional skills. Key stage bubbles cuts down a little on staff cover needed • Next steps are to take this back to the team and ask their opinion on the parts that would be beneficial for us as a school • whole school book look (June 2021) showed topic based learning is enabling a greater creative curriculum with risk taking, life skills, diversity and interesting cross curricular learning. • We now know that music, as a subject, needs to be evidenced further.	• Continue to meet in key stages building up to hopefully meeting as a whole school council. School councillors to take part in more interviews across the community and complete a handover to the next elected councillors. Look at organising a school council trip next year (Dependant on COVID restrictions) • Using school council ideas, plan other fundraising days like this and continue to be creative with ideas due to restrictions • Oversee the organisation of whole school timetables for Autumn 2021 • Feedback to staff in Autumn term 2021 • Ensure we continue to develop outdoor learning across the school and focus on life skills and subjects where there are gaps (due to remote learning.) Encourage subject days/ weeks and trips (COVID. Encourage staff to use ideas from outdoor curriculum books and feedback to each other • Each class to have a 'Big Music book' celebrating the work in music lessons. MW to send suggested songs linked to topics to staff to encourage topic linked music opportunities Begin singing assemblies again as a whole school restrictions allow or in key stages/ phases

SEND & INCLUSION (SENCO – Mrs Fiona Fargher)

(See also SEND Annual Report to Governors November 2020)

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
- Two of our pupils with exceptionally high needs have taken a huge amount of time and resources to support them and enable them to be in school. - Pupils with high needs offered separate visits to school before reopening on 8th March - Pupils with SEND have felt confident to return to school 2 further EHCPs secured for pupils (one Bracknell and one RBWM); ongoing consideration of placement schools for these pupils - Supported the transfer of a pupil with high SEND needs from another school into Holy Trinity, requiring significant liaison and involvement with a range of external professionals - Liaison regarding placement for pupil with draft EHCP (RBWM) - Catch-up provision has continued for specific pupils on the SEND register this term - All pupils with SEND have continued to be monitored since return to school to chart progress and identify gaps - Interventions have continued as appropriate with pupils added to support groups as necessary - SEND data reviewed to determine/ confirm support required for individual pupils and identify concerns. - Ongoing liaison between all staff regarding pupils with SEND ensures best practice is followed where possible - Initiated a nurturing group for a small group of pupils to support emotional wellbeing	- Supporting two pupils with exceptionally high needs has had a big impact on staff time and workload to keep the pupils safe and enable them to attend school. However, this has had a very positive impact on the pupils and their families to experience a positive and caring environment that truly values them. - Pupils' needs continue to be monitored so that intervention can maximise progress - Smooth transition back to school for pupils with SEND with minimal anxiety - Nurturing group has helped support social and emotional needs of some pupils - Continued communication with parents ensures they know their concerns are being heard and addressed - Continued liaison with external professionals, including referrals, means that pupils receive appropriate support at the earliest opportunity	- Monitor all pupils with SEND carefully to assess intervention needs for the next school year following closures due to Covid. - Continue to make provision for pupils with SEND, ensuring intervention and support is put in place as early as possible. - Progress with current EHCP application and ensure we secure necessary funding for provision required if the pupil is to remain at Holy Trinity - Start data gathering for a further EHCP application - Continue to share training information on best practice with class teachers and TAs through SEND resource section on staff server. - Ensure that staff are directed to information and courses which may be useful to them in supporting new cohort of pupils next academic year

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Statistical Data

Number on roll			
Below is a chart showing the number of pupils for week ending – 18/06/2021			
Year Group	Number on roll	Boys	Girls
Reception	30	16	14
Year 1	30	14	16
Year 2	30	17	13
Year 3	31	19	12
Year 4	31	14	17
Year 5	60	27	33
Year 6	30	17	13
TOTAL	242	124	118

First Language										
Albanian	Bengali	Bulgarian	Chinese	English	French	Hindi	Lithuanian	Punjabi	Polish	Refused
1	1	1	1	232	1	1	1	1	1	1
0.41%	0.41%	0.41%	0.41%	95.86%	0.41%	0.41%	0.41%	0.41%	0.41%	0.41%

Ethnicity							
Bangladeshi	Black & any other Ethnic Group	Chinese + Any Other Ethnic Group	Indian	Other Asian	Other Black	Other Black African	Other Ethnic Group
1 (0.41%)	1 (0.41%)	1 (0.41%)	9 (3.71%)	2 (0.82%)	1 (0.41%)	1 (0.41%)	1 (0.41%)
Other Mixed Background	Other Pakistani	Refused	Turkish Cypriot	White and any other Asian Background	White and Black African	White and Black Caribbean	White and Chinese
2 (0.82%)	3 (1.23%)	2 (0.82%)	1 (0.41%)	11 (4.54%)	1 (0.41%)	5 (2.06%)	1 (0.41%)
White Eastern European	White English	White and any other Ethnic Group	White European	White Irish	White Other	White Western European	
4 (1.65%)	171 (70.66%)	7 (2.89%)	2 (0.82%)	1 (0.41%)	6 (2.47%)	8 (3.30%)	

Religion							
Anglican	Christian	Church of England	Church of Ireland	Hindu	Jewish	Muslim	No Religion
6 (2.47%)	48 (19.83%)	84 (34.71%)	4 (1.65%)	2 (0.82%)	1 (0.41%)	6 (2.47%)	53 (21.90%)
Other Religion	Refused	Roman Catholic	Sikh				
5 (2.06%)	6 (2.47%)	19 (7.85%)	8 (3.30%)				

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 2021	26	8	Summer 2021	3	19	1	23

Attendance		Target 2020-21: 96.5%		
Whole School End of Year	Pupil Attendance %	Class	Pupil Attendance % 01/09/20 – 31/12/20	Pupil Attendance % 08/03/20 – 22/06/21
Sept 2012 – July 2013	95.7%	EYFS	98.3%	96.8%
Sept 2013 – July 2014	96.6%	Year 1	97.8%	98.3%
Sept 2014 – July 2015	96.8%	Year 2	98.4%	97.7%
Sept 2015 – July 2016	97.1%	Year 3	97.6%	98.5%
Sept 2016 – July 2017	96.9%	Year 4	97.4%	96.3%
Sept 2017 – July 2018	96.6%	Year 5	96.7%	94.5%
Sept 2018 – July 2019	96.5%	Year 6	95.2%	95%
Sept 2019 – July 2020	95.3%	TOTAL (Whole School)	97.2%	96.5%

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Staff CPD training

Autumn Term 2020			
Date	Staff	Course/training	Lead
01/09/20	All teaching staff	Re-opening procedures	Headteacher
29/09/20	Teaching staff	Microsoft Teams	ICT Technician
30/09/20	Headteacher	RHE	Oxford Diocese
30/09/20	SENCO	Role of Designated Teacher	AfC
30/09/20	SENCO	Sensory Processing	RBWM
07/10/20	Bursar	Bursar Support	RBWM
07/10/20	RE Leader	Understanding Christianity	Oxford Diocese
09/10/20	Headteacher	Education Leadership Forum	RBWM
12/10/20	S. Harding	NPQSL	SCTN
12/10/20	SENCO	Wellbeing for Education Return	RBWM
19/10/20	Headteacher	Headteacher Induction	Oxford Diocese
19/10/20	DSLs	DSL Network update	RBWM
21/10/20	RE Leader	Understanding Christianity	Oxford Diocese
22/10/20	1 x TA	First Aid	St John's Ambulance
23/10/20	DSL (Assistant Head)	DSL Training	RBWM
02/11/20	All teaching staff	The Write Stuff	English Leaders
04/11/20	RE Leader	Understanding Christianity	Oxford Diocese
05/11/20	Headteacher	RHE	RBWM
13/11/20	Headteacher	HT Conference	RBWM
18/11/20	Assistant Head/RE Leader	Understanding Christianity	Oxford Diocese
24/11/20	All teaching staff	Life Base (SCARF materials)	Coram Education
26/11/20	S. Harding	NPQSL	SCTN
26/11/20	Headteacher & Bursar	Asbestos Awareness	iHASCO
30/11/20	Headteacher & Bursar	Legionella Awareness	iHASCO
03/12/20	1 x TA	First Aid Training	St. John's Ambulance
07 & 10/12/20	7 x staff members	Team Teach (positive handling)	Team Teach
11/12/20	Assistant Headteacher	Safer Recruitment	RBWM
Spring Term 2021			
08/01/21	EYFS Teacher	Language in EYFS reform	National College
18/01/21	Headteacher & Admin Officer	Staff Testing	NHS Track and Trace
22/01/21	Assistant Headteachers	Conference	RBWM
28/01/21	EYFS Teacher	Writing in EYFS reform	National College
29/01/21	Headteacher	Education Leadership Forum	RBWM
02/02/21	Teachers	The Write Stuff	J. Considine video
04/02/21	Maths Leader	Leading Maths	RBWM
08/02/21	EYFS Teacher	Reading in EYFS reform	National College
12/02/21	EYFS Teacher	PSED in EYFS reform	National College
23/02/21	SENCO	SEND Conference	RBWM
01/03/21	DSLs x 4	DSL Network	RBWM
02/03/21	SENCO	SEMH Working Party	RBWM
18/03/21	EYFS Teacher	Development Matters – changes in EYFS curriculum	RBWM
Summer Term 2021			
20/04/21	Assessment Leader	Y2 SATs Moderation	RBWM
22/04/21	Y6 Teacher	Y6 SATs Moderation	RBWM
27/04/21	Teaching staff	RHSE training	RHSE Leader
28/04/21	Headteacher	Development Matters – changes in EYFS curriculum	RBWM
30/04/21	Assistant Headteacher	Behaviour	Pivotal Education
04/05/21	Teaching staff	Science	Science Leader
05/05/21	Middle Leader	NPQSL	SSTN
05/05/21	Headteacher	LA link advisor	RBWM
11/05/21	Teaching Staff	DT	DT Leader
09/05/21	Headteacher	Education Leadership Forum	RBWM
20/05/21	Headteacher	Early Career Framework	DfE
08/06/21	Teaching Staff	Science	Science Leader
08/06/21	Headteacher	Diocesan Advisor	Oxford Diocese
10/06/21	Headteacher	Diocesan Network meeting	Oxford Diocese

Impact of training	
- School re-opening in September was smooth and well managed. - Teaching staff feel skilled to use Microsoft Teams to use for parents' Evenings and possible bubble closure event. - Leadership are well-informed about DfE and LA guidelines and updates during the pandemic. - RE Leader feels able to offer support and advice to teachers in their use of 'Understanding Christianity'. - The new Relationships and Health Education Policy and curriculum has been clarified for the subject leader so that staff CDP can take place. - Staff and pupil well-being is paramount – ability to signpost to support as necessary. - Teachers have a shared understanding of a consistent whole school approach to improving writing outcomes for pupils. - DSLs are up to date with training so are well-equipped to process concerns and work alongside other agencies. - EYFS teacher & leadership informed of statutory changes taking place for EYFS from September 2021. - Assistant Headteachers accessed training to fulfil their roles and develop skills. - Team Teach training for 7 staff members for positive handling provides confidence in managing challenging behaviours. - Training for delivery of the revised RHSE curriculum has introduced teachers to the planning and resources. - SENCO up to date on requirements and procedures. - Y2 and Y6 teacher + Assessment Leader feel confident and secure in attainment judgements in writing. - Middle leader in receipt of NPQSL feels confident in change management and team leading. - Leadership informed of new training and support requirements for Early Career Teacher starting in September. - All staff have been in receipt of subject specific training by that subject leader linked to the SDP and HUGGS. This has meant that consistent and agreed practice is in place across the school.	

Record of Governor Training/Courses Attended 2020/21

Date	Governor	Course/Training	Lead/Location
Autumn 2020			
10/09/20	Carol Elsasser	Clerks Briefing Session	RBWM Via Zoom
23/09/20	Andi Williamson	Governor Induction Part 2: Challenge and Support Role	RBWM Via Zoom
09/10/20	Aileen Boaler	Education Leadership Forum	RBWM Via Zoom
14/10/20	Andi Williamson	Admissions Briefing	Oxford Diocese (virtual)
21/10/20	Aileen Boaler	Chair's Networking Session	RBWM Via Zoom
21/10/20	Tim Fettes	Chair's Networking Session	RBWM Via Zoom
12/11/20	Peter Grover Aileen Boaler Tim Fettes	Inspection Ready: Leading your Governing Board towards positive Ofsted and SIAMS inspections	Oxford Diocese (virtual)
25/11/20	Jo Taylor	The SEND Governance role	RBWM via Zoom
Spring 2021			
14/01/21	Carol Elsasser	Clerks Briefing Session	RBWM via Zoom
02/02/21	Aileen Boaler	Introduction to Procurement	Entrust (DfE)
03/02/21	Tim Fettes	Health and Safety Governor briefing	RBWM via Zoom
01/03/21	Aileen Boaler	Integrated Curriculum Financial Planning (ICFP) - Using DfE Tools	Entrust (DfE)
01/03/21	Aileen Boaler	Joined up Leadership for Effective /school Resource Management	Entrust (DfE)
05/03/21	Aileen Boaler	Introduction to Benchmarking	Entrust (DfE)
08/03/21	Aileen Boaler	Integrated Curriculum Financial Planning (ICFP) - Metrics Deep Dive	Entrust (DfE)
19/03/21	Aileen Boaler	Integrated Curriculum Financial Planning (ICFP) - Metrics Deep Dive	Entrust (DfE)
24/03/21	Aileen Boaler Mark Lomax Dolapo Ogunbawo Jo Taylor	Breadth and Depth – governors' curriculum responsibilities	RBWM – via zoom

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31/03/21	Aileen Boaler Tim Fettes	Chair's Surgery and Networking Sharing Good Practice	RBWM – via zoom
Summer 2021			
05/05/21	Anna Prince	Prevent e-learning training course	HM Government - online
06/05/21	Belle Moss	Prevent e-learning training course	HM Government - online
09/05/21	Mark Lomax	Prevent e-learning training course	HM Government - online
12/05/21	Dolapo Ogunbawo Anna Prince	New Governors Induction Part 1 Strategic Leadership	RBWM – via zoom
12/05/21	Dolapo Ogunbawo Barry Aherne	Prevent e-learning training course	HM Government - online
18/05/21	Andi Williamson	Prevent e-learning training course	HM Government - online
19/05/21	Dolapo Ogunbawo Anna Prince	New Governors Induction Part 2 The Support and Challenge role	RBWM – via zoom
26/05/21	Tim Fettes	Equality & Diversity Culture and compliance - the governors' role	RBWM – via zoom
06/06/21	Jo Taylor	Prevent e-learning training course	HM Government - online
9 th June	Dolapo Ogunbawo	New Governors Induction Part 3 Evidence Building for Accountability	RBWM – via zoom
9 th June	Anna Prince	New Governors Induction Part 3 Evidence Building for Accountability	RBWM – via zoom
16 th June	Dolapo Ogunbawo	New Governors Induction Part 4 Safeguarding - the governors' role	RBWM – via zoom
16 th June	Anna Prince	New Governors Induction Part 4 Safeguarding - the governors' role	RBWM – via zoom
16 th June	Tim Fettes	New Governors Induction Part 4 Safeguarding - the governors' role	RBWM – via zoom
30 th June	Andi Williamson	Safer Recruitment 1	Homer First School, Testwood Road, Windsor
30 th June	Tim Fettes	Safer Recruitment 1	Homer First School, Testwood Road, Windsor

Staffing

Teacher (not TA) absence rate nationally 2018/19: 54% of teachers nationally took at least one period of sickness. The average number of days taken was 7.6 days. Our school average was 38.5%.

In 2020/21, 5/11 (45%) teachers at HT have had 0 days of absence. 9/11 (81%) were absent for less than the national average of 7.6 days.

Of our 14 Teaching Assistants, one has had no absence. 8/14 (57%) were absent for more than the average 7.6 days.

Site Manager long-term absence has had a huge impact on staff. Contract cleaners have been employed but other roles have been taken on by Heads Team and office staff.

Long-term absence of ELSA has had a big impact on pupils and their access to specialised support. Other staff have offered support as best they can which has often meant general TA role missing for the rest of the class.

Any absence of staff has an impact on the rest of the team as cover is needed for their roles. This has been felt very keenly across the whole school as staffing is tightly timetabled due to bubble restrictions.

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Staff have been very flexible and willing to fill gaps but the whole team are feeling very stretched and weary.

Staff Absence	01/09/20 – 25/06/21	Sept - March 2019-2020	Full year 2018-2019	Full Year 2017-18	Full Year 2016-2017	Full year 2015-2016
Teachers (9.6)	50	22.5	60	28	43	8
Teaching Assistants (11.7)	230	72	156.5	74	53	91.5
Non-teaching (3)	90	1	4.5	6	18	37
TOTAL	370 days	95.5 days	221 days	108 days	114 days	136.5 days

Behaviour and Incident reporting

We have two reported incidents of racism. We have had one serious safeguarding incident. This has been reported to the LA.

One staff member has suffered an accident resulting in long-term absence. This has been reported to the LA.

Health and Safety & GDPR

- The front gates have been repaired and re-painted.
- The staff room has been decorated.
- The outdoor windows at the front of the school are being repaired and repainted.
- The oak trees have been sprayed for OPMs.
- We have had a H&S visit from the LA and action points have been prioritised.
- The KS2 Trim Trail has been removed.

COVID-19

- **No class bubbles have had to collapse.**
- [Risk Assessment](#) in place and updated as necessary.
- Risk Assessments for all clubs and lettings in place and updated as necessary (clubs re-commenced after the Easter break).
- Procedures for staff and parents should a child shows symptoms created and shared.
- Asymptomatic testing of staff underway twice weekly for the vast majority of staff (including kitchen staff and specialist staff).
- The [Contingency Plan](#) is in place that details plans in the event of various scenarios including bubble closures.
- [Catch-Up Funding](#) plan is in place and intervention teaching has been in place since October 2020.
- [Remote Learning Policy and Agreement](#) is in place and has been shared with staff, Governors and Parents. The remote provision during spring term was very well received and successful.
- Governor visit to ensure all necessary procedures, policies and risk assessments in place (see visit report dated 16/10/20).
- We have taken delivery of 12 laptops from DfE and they were distributed to families in need during school closure.
- We received a donation from a local charity of a further 6 laptops that were also distributed to families in need.

External Moderation

The Local Authority usually moderate schools on a four-year cycle. However, they may conduct a visit if previous results were a cause for concern or for other reasons. We were expecting a moderation visit for KS1 and KS2 last year (June 2020). Relevant teachers have attended RBWM training. However, no moderations took place due to school closure and the cancellation of EYFS profile, KS1 and KS2 SATS last year. All statutory assessments have once again been cancelled. Teachers will continue to use assessment to award attainment for internal purposes and to inform parents of attainment and progress. We have taken part in the LA voluntary moderation process for KS1 this year in order to support teacher judgements in writing and CPD. The moderators agreed with all teacher judgements.

EYFS LA moderation	KS1 LA moderation	KS2 LA moderation
June 2018	June 2016	June 2016

Governor Monitoring Visits

Date	Link to SDP	Governor & Responsibility
24/06/21	Maths	A. Boaler – Maths Link
05/21	Design Technology	T. Fettes – DT Link
26/05/21	The Write Stuff – writing approach	A. Williamson – English Link
25/05/21	EYFS	J. Taylor – EYFS Link
Spring 2021	Remote Learning provision	B. Moss & M. Lomax – SACC Committee
16/10/20	COVID procedures and school safety	T.Fettes – Health & Safety

Policies reviewed this term

Standards and Curriculum Committee
Complaints Policy
Medical Conditions Policy
Anti-Bullying Policy
Extra-Curricular Activities Policy
Homework Policy
Relationships, Health and Sex Education Policy
Finance and Resources Committee
Lettings Policy
Allergy and Anaphylaxis Policy
Governing Board
Acceptable Use Policies (Staff, Admin and Governors)
Parents Code of Conduct Policy

Conclusion

What a year! My first year as solo Head has certainly been a challenging and busy one. We have had to navigate so many changes and act on government guidance countless times throughout the year.

Throughout all these changes and restricted ways of working, staff, pupils and parents have been flexible, patient and understanding. My sincere thanks goes to them for their support and perseverance.

We are all only too aware of the effects that school closures and education disruption has had on our pupils across the globe. As we plan for Education Recovery nationally, the team at Holy Trinity is determined to continue to provide a first-class education to all our pupils and ensure that their long-term life chances are not adversely affected by the past 16 months.

Despite all the change and uncertainty, I'm really proud of all we have achieved this year; especially our curriculum development and how brilliantly teachers (and pupils!) adapted to remote learning provision.

Throughout the year, I have focused my leadership on three areas:

Clarity. Consistency. Confidence.

I have also talked about steering Holy Trinity through this storm. I believe I have been adjusting our sails constantly and I sincerely hope September brings calmer waters! The crew need a break!

My thanks go to the Heads Team, all staff and Governors for choosing this boat and sticking around for the ride! Your support is much appreciated.



Mrs Jo Griffith
Headteacher

The pessimist
complains about the
wind. The optimist
expects it to change.

The leader adjusts
the sails.

John Maxwell

GLOSSARY

AfL	Assessment for Learning
APS	Average Point Score
ARE	Age Related Expectations
CAHMS	Child and Adult Mental Health Service
CIN	Child In Need
CPD	Continual Professional Development
CSA	Compulsory School Age
DBS	Disclosure and Barring Service
DfE	Department for Education
DSL	Designated Safeguarding Lead
DT	Design and Technology
EAL	English as an Additional Language
ECF	Early Career Framework
EHCP	Education Health Care Plan (produced by RBWM)
EIA	Education Improvement Adviser
ELG	Early Learning Goals
ELKLAN	Speech and language training
ELSA	Emotional Literacy Support Assistant
EMAG	The Ethnic Minorities Advocacy Group
Ever 6	Those who continue to attract PPF who have been on FSM in the past
EYFS	Early Years Foundation Stage (Reception Year)
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
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
NC	National Curriculum 2014
NOS	National Online Safety
NNEB	Nursery Nurse Examination Board (qualification)
NPQH	National Professional Qualification for Headship
NPQSL	National Professional Qualification for Senior Leaders
NQT	Newly Qualified Teacher
NTP	National Tutoring Programme
OFSTED	Office for Standards in Education, Children's services and skills
OT	Occupational Therapy
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

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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
SMSC	Spiritual, Moral, Social and Cultural
SP&G	Spelling, Punctuation and Grammar
TA	Teaching Assistant
TDM	Teacher Development Meeting
WTS	Working Towards Standard