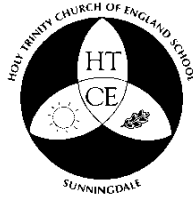


Holy Trinity Church of England Primary School



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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 8th July 2025

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

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

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

Table of Contents	Page Number
OFSTED and SIAMS gradings	1
School Context	2 -3
Points to address from 2024 OFSTED and steps taken so far	4
SDP priorities for 2024-2025	5
Quality of Education	6 - 11
Behaviour and Attitude	11 - 13
Personal Development	13 - 16
Leadership and Management	16 - 20
Reports from Assistant Heads and SENDCo	20 - 26
Statistics	27
Attendance	28
APPENDICES & SUPPORTING EVIDENCE	28 - 33
Staff/Governor CPD and training	
Staffing/ Staff absences	
Behaviour and Incidents	
Moderation	
Governor Visits Overview	
Policies reviewed this term	
GLOSSARY	34 - 35

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

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 208 pupils on roll and is average in size.
- The school serves an area with a large proportion of social and economic wealth alongside pockets of deprivation. It is in the least deprived quintile of all schools nationally in terms of deprivation. However, our catchment is varied and includes areas of local authority housing.
- The school's postcode is classified by Acorn as 96% 'Affluent Achievers' 'Rising Prosperity' or 'Comfortable Community'.
- Pupils enter EYFS with varied abilities with the largest proportion being at average ability.
- English as a first language is 94.7% (National: 78.6% RBWM: 82%).
- The number of pupils entitled to pupil premium and Ever 6 funding is 17 (8.1%) and is well below the national average (25.7% June 2025).
- 6 pupils (2.8%) have an EHC Plan for learning difficulties, disabilities and additional needs which is below national average for primary school pupils (5.3% Jan 2025).
- 31 pupils (14.9%) are on our SEN register. 25 do not have an EHCP (12%). This is below national average for primary school pupils of 14.2% (Jan 2025).
- The gender ratio is boys: 54% and girls: 46%.
- Attendance target is 97%

Attendance

	Current year to date	Absence rate	Persistent absence	Authorised absences	Unauthorised absences
Holy Trinity	96.5%	3.5%	6.7% (age 5-11) (14 pupils)	3.0%	0.52%
National state primary schools	93.3%	6.7%	18.2%	4.6%	2.2%

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

Staffing Structure

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

Safeguarding, Health & Safety

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

Vision and Values

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

A shared vision was reviewed (November 2024) with all stakeholders, shared with all and implemented across the school (see front cover of this document). The 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, Play Leaders, Makaton Masters, Wellbeing Ambassadors and Head boy/girl roles. The school was awarded Investors in Pupils (September 2018) and was deemed proficient. We actively support the local foodbank and distribute food parcels for some of our families. We enjoy strong links with Holy Trinity Church to further enhance our Christian Foundation.

Buildings and Premises

Our recently installed Running Track (funded by PTA) is used by all children throughout the school day. The recent pipework repairs have been successful and the new boiler is running well. The PTA raise substantial funds throughout the year and they have agreed to raise funds to refurbish the library this year.

Recent Parent Survey (Ofsted Parent View March 2024) based on 89 responses.

- ✓ 96% of parents stated their child is happy at school.
- ✓ 97% of parents stated their child feels safe at school.
- ✓ 97% of parents stated the school makes sure its pupils are well behaved.
- ✓ 91% of parents stated that their child had been bullied and the school dealt with the bullying quickly and effectively. (70% of this 91% stated their child had not been bullied).
- ✓ 99% of parents stated that the school makes them aware of what their child will learn during the year.
- ✓ 91% of parents stated that when they had raised concerns with the school they had been dealt with properly (of the 91%, 38% had not had to raise a concern).
- ✓ Based on 12 responses, 83% (10/12) parents stated that their child has SEND and the school gives them the support they need to succeed.
- ✓ 90% of parents stated that the school has high expectations for their child.
- ✓ 95% of parents stated that their child does well at this school.
- ✓ 95% of parents stated that the school lets them know how well their child is doing.
- ✓ 98% of parents stated that there is a good range of subjects available for their child at school.
- ✓ 100% of parents agreed that their child can take part in clubs and activities.
- ✓ 92% of parents stated that the school supports their child's wider personal development.
- ✓ 97% of parents would recommend this school to another parent.

Points for Development from Ofsted March 2024 Inspection and Steps Taken

Staff's subject knowledge in phonics and early reading.

Steps taken:

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

Next Steps:

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

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

Steps taken:

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

Next Steps:

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

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School Development 2024-25

TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Autumn 1 2024	Embed 'The Write Stuff' approach to writing across the school. SIAMS: Provide CPD for staff, Governors and parents on new SIAMS inspection framework. BEHAVIOUR: To explore a consistent whole-school approach to managing emotions via the Attachment Aware accreditation. INTERNET SAFETY: To ensure pupils know how to keep themselves safe on-line. PHYSICAL & MENTAL HEALTH: To focus on pupil and staff wellbeing. LIFE SKILLS: To continue to provide opportunities for pupils to develop their life skills, including mindfulness. DIVERSITY: To continue to plan opportunities and activities that provide exposure to diversity for all our pupils. HOLY TRINITY CURRICULUM: To embed our curriculum and continue to use Big Books to show evidence of learning in Music, RE and Computing Y1 – Y6.	Embed The Holy Trinity Way – Teaching and Learning Pedagogy: To embed and continue to develop our consistent pedagogy and teaching practices across the school. Impact will show teaching and learning is consistent and of a high standard across the school. Pupils benefit from the focus on 'The Holy Trinity Way'.
Term 2 Autumn 2 2024		Early Free Reading: To ensure consistency and coverage in our reading curriculum and pupil assessment. Provide CPD for staff. Impact will show pupils' knowledge and understanding in reading is progressive and provides opportunities for timely intervention if necessary.
Term 3 Spring 1 2025		Teachers' Subject Knowledge To ensure that all teachers have secure and deep knowledge of the foundation subjects they teach. Impact will show in pupils' retention of Essential Knowledge. Workbooks will show evidence of secure learning and pride in presentation.
Term 4 Spring 2 2025		Embed The Holy Trinity Way – Teaching and Learning Pedagogy: To embed and continue to develop our consistent pedagogy and teaching practices across the school. Impact will show teaching and learning is consistent and of a high standard across the school. Pupils benefit from the focus on 'The Holy Trinity Way'.
Term 5 Summer 1 2025		Early Free Reading: To ensure consistency and coverage in our reading curriculum and pupil assessment. Provide CPD for staff. Impact will show pupils' knowledge and understanding in reading is progressive and provides opportunities for timely intervention if necessary.
Term 6 Summer 2 2025		Teachers' Subject Knowledge To ensure that all teachers have secure and deep knowledge of the foundation subjects they teach. Impact will show in pupils' retention of Essential Knowledge. Workbooks will show evidence of secure learning and pride in presentation.

QUALITY OF EDUCATION

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

Implementation: What have we accomplished since the last report?	Impact: How has this made improvement?	Intention: What are our next steps?
EYFS Provision		
- Continued to monitor and support EYFS staff with behavioural challenges. - Submitted end of year EYFS Foundation Stage Profile to DfE & LA. - Transition into Year 1 underway. - New EYFS class transitions underway with parents and new pupils. Including, Parents Meeting, Home Visits, play session for the children at school in July, handovers from current placements. - Outdoor provision enhanced by new staging area and repainted train. - Windsor Flower Show entered and enjoyed. - NELI (Speaking and listening intervention) in place and having a positive impact on identified pupils. - New Reception Class Teacher appointed to join the team from September to job share. - EYFSP data collected and analysed.	- High focus on reading and encouraging reading including parents in the process. - EYFS staff trained to support early language development. - Transition into Y1 in place to support pupils with the change and reduce anxiety. - Strating transition session in July for the new cohort into EYFS ensures pupils and parents feel confident with their new school and trust staff.	- Add the new White Rose maths planning to documents. - Review PE in EYFS curriculum plans. - Train EYFS staff in the importance of play and conversation. - Induct new EYFS teacher to the team. - Transition for new Reception class in September. - Links with Y6 Buddy's from September to ensure smooth transition. - Paediatric and Forest School First Aid training for all EYFS team.
Writing		
- Governor Visit day to focus on monitoring writing across the curriculum. - English Subject Leader attended subject leader CPD and disseminated to staff with a focus on greater depth in writing. - Teaching team moderated writing judgements internally. - Heads Team moderated writing judgements across the school.	- Writing is a main development focus throughout the school and remains high profile. Governors have monitored the progress of writing and seen the assessment tools used by teachers to grade writing. - English Leader has a good grasp on standards and provision in the subject. - Lesson monitoring evidences high standards of teaching in writing and being applied across curriculum areas.	- TWS demo videos on website for parents and pupils to access. - Continue to monitor provision and standards across writing throughout the curriculum. - Develop further opportunities for pupils to develop their independent writing and showcase greater depth skills in writing. - Adapt Y1 curriculum to engage and inspire writing new Y1 cohort in September providing plenty of opportunities to apply writing skills.

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Phonics and Reading		
- Continuing to provide ELS intervention for pupils in Y4 2024-25 that continue to require support. - Phonics Screening test in Year 1: 84% (both pupils re-taking in Y2 passed. 2 pupils in Y1 were disapplied as could not access the screening. Pass rate is 91% if these 2 pupils aren't included in the data). - Library re-fit planned for 15th July – funded by PTA. - Pupils throughout KS2 in need of intervention with early reading in place. - Parent volunteer readers in place.	- Attainment in phonics is above national average. - Impact of new phonics scheme can be seen in EYFS and Y1 data. - Identified pupils are showing progress in phonics. - More TAs are confident in delivery of ELS due to in-house and online training. - Teachers able to deliver targeted guided reading sessions for comprehension using new resources.	- Monitor impact of new reading comprehension resources. - Seek additional funding to support the library revamp. - Induct new Reception teacher in ELS phonics. - Induct new Y2 teacher in Y2 ELS phonics. - Purchase additional ELS books for the new Y1 class. - Plan Y1 phonics carefully to ensure pupils are secure in knowledge and make progress.
HOLY TRINITY CURRICULUM		
- PSHE curriculum to be provided by Kapow going forward. - Adapted HT curriculum to incorporate Kapow units for music. - Provided teachers with updated music planning. - Year 1 curriculum in Autumn Term 2025 to be adapted to meet the needs of pupils still working on EYFS. - Guitar classes resulting in an ensemble performance for parents. - Science Morning planned to inspire and enthuse pupils and celebrate science. - Sports Week included additional activities for the pupils: gymnastic equipment, scooters in school, bikes in school and fundraising on a Sports Mufti Day for additional playground equipment. - Class Assemblies have showcased curriculum to parents – they were very well attended and received.	'Essential Knowledge' is clear for all subjects in all year groups. - Teacher knowledge for all subjects is fully supported through the use of Kapow and subject association subscriptions. - Governors aware of their role in knowing the vision for the curriculum at Holy Trinity. - School Leaders have a shared vision for Holy Trinity Curriculum. They are clear about progression, end points and continuity for their subject across the school. - Pupils are in receipt of a broad and balanced curriculum with a range of opportunities. - Parents aware of curriculum content and how they can support their child.	- Subject leaders to audit teacher knowledge and confidence in delivering the foundation subjects. - Subject leaders to update their curriculum vision documents reflecting the revised vision.
CURRICULUM IN ACTION		
Trips, visits and visitors this year: - Y4 Road Safety (PSHE) - KS1 local author visit (English) - Y1 to The Lookout (Science) - Y6 to Eton College (History) - Y2 Great Fire of London Theatre day (History) - Y4 & Y5 to Ufton Court (History)	- Pupils have experienced a variety of enhancements to the curriculum to make the Essential Learning 'sticky'. - All pupils have been included to ensure all benefit.	- To continue to develop and monitor the use of Big Books for evidencing foundation subjects in RE, Music, PSHE and Computing. - Ensure all trips and visits are booked well in advance and

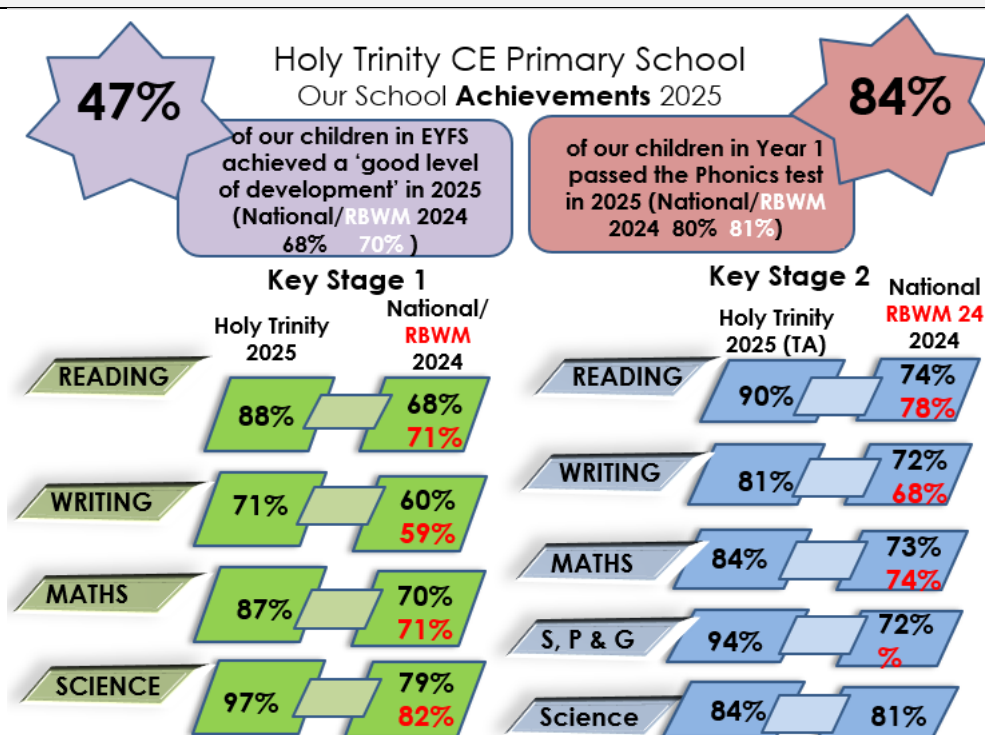
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• Y3 to Butser Farm (History) • Y3 Road Safety (PSHE) • Y4 to St. George's Panto • Y4 to Staines Synagogue (RE) • Y5 Bikeability L2 • Y4 Bikeability L1 • EYFS & KS1 Theatre company in school show • Y2 to Brooklands Museum (History) • Y6 to watch High School Musical production @ Charters • Y3 to Eton College Museum – Egyptians (History) • Y1 visit from Chertsey Museum – Toys in the Past (History) • Y1 to Pizza Express (English) • Whole school visit from a local author – Kerry Gibb to launch World Book Day • Y6 visit from Ascot PCSO • Y3 to the Mandir Temple in Neasden (RE) • Y6 to Holy Trinity Church (History) • Y5 Fire Safety (PSHE) • Y1 to Holy Trinity Church (RE) • Y5 residential to Lesson House • Y4 residential to Phasel Woods • Reception Class to Rushall Farm • Y2 to Windsor (Geography) • Y5 to Oxford Science Centre • EYFS & KS1- visit from Jonathan's Jungle • KS2 Anti-Bullying Theatre show (PSHE) • Y5 anti-bullying workshop following the show • Y6 residential to Mill on the Brue • Y1 and Reception to Savill Garden Adventure Playground (PE) • Y3 to Marwell Zoo (Science) • Y5 to St George's for a science show • 2 x Y5 girls to The Marist for STEM activity morning • Choir performed at The Hexagon • Y5 to St George's for cluster sports day (PE) • Chertsey Museum visit to Y4 – Ancient Greece (History) Local Activities: (See also sporting activities this term) • Y6 helping sort the food donations from Harvest Services. • St George's 6th Former DT group re-designing Holy Trinity Logo • Y4 to the panto @ St George's	• Staff have sought enrichment trips/visitors in a variety of curriculum areas. • Links with local schools is of benefit to the pupils for both transition purposes and social skills. • Pupils have opportunities for public speaking and parents enjoy hearing about their child's learning.	have explicit links to curriculum. • Ensure all teachers use the 'Procedures for booking a Trip' document. • Ensure parents know how to make termly payment (especially new Reception parents) in order to ensure we can continue to afford to provide these opportunities.
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• Ascot Headteachers Cluster meetings • Choir and Head Boy/Girl involvement at the Sunningdale Lights switch on. • Head Boy/Girl presenting the redesign our logo competition at St. George's school. • Parents that run the school Gardening Club were invited to present at the launch of the Windsor Flower Show. • Children took part in the Mini Marathon in London. • Gardening Club entered a wheelbarrow in to Windsor Flower Show • Reception class entered potatoes into the potato competition at Windsor Flower Show • Residential trips for Y4, Y5 and Y6 were well planned; provided parents information meetings and the children enjoyed the opportunities. • Y3 and Y4 benefitted from swimming lessons for half a term. 87% of Y4 can swim to NC requirements. • Parents are provided with a weekly 'Top Tips' guide to various online/computing issues that are relevant and appropriate via the weekly newsletter. • Parents invited to Class Assemblies this term.		
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 through our Culture Week and to celebrate differences through curriculum delivery.	• Children invited to share own culture giving them confidence in public speaking & to be proud of their culture. • Children learning more about the cultures shared in our Holy Trinity Family. • Children and families have had access to school staff to be able to share concerns and continue to offer advice and support.	• Continue to plan educational visits and trips to provide our pupils with cultural and educational opportunities. • World Views units included in Religion and World Views Education is a key opportunity to introduce the pupils to additional cultures and viewpoints. Coupled with our value of 'Respect'.

ATTAINMENT



Y4 MTC Trends over time

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

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

- KS2 SATS – additional time, scribe needed etc all submitted and pupils' needs were met throughout the week.
- Spring and Summer data tracked and analysed – see SACC minutes/docs.
- Planned intervention support needed and assigned support staff accordingly. (No Recovery Premium provided for additional catch-up sessions going forward.)
- Carefully tracked teaching, learning, progress and

- Pupils identified have been in receipt of regular catch-up intervention (additional teaching in small groups.) Specific learning objectives have been identified by teachers and the catch-up teaching is highly focused.
- Pupils' attainment continues to be negatively impacted by school closures (especially writing).
- Pupil Progress Meetings – common barrier that has been identified by teachers is time

- Send Governors and parents in Y6 KS2 results when received (8th July).
- Track Y1 writing and reading closely during autumn term (data breakdown of EYFS data on Governor Zone). Provision will be tailored and adapted to meet needs of pupils.
- Ensure new Reception class baseline is conducted within first 6 weeks.
- Ensure handover to next teacher is comprehensive and useful.

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attainment of identified pupils from Y2 upwards who need early reading intervention in order to ensure their reading is not holding them back from learning in all areas. • Gained feedback from staff in terms of the timetable and current staffing provision for intervention. Made changes as necessary to ensure staff expertise in use and manageable interventions. • Booster Groups in place for Y6 earlier than usual to compensate for staffing restructure and reduced in class support. • Pupil Progress Meetings with class teachers and shared with SACC.	to conduct planned interventions. Also negatively impacted by staffing absences and reductions . • New assessment (NTS) for Reading and Maths from Y2 to Y6 has provided clarity and consistency in teacher assessments and the ability to compare nationally.	• Plan targets for new classes. • Plan staffing interventions for identified pupils including SEND, SEMH. • Ensure staffing placements from September are based on pupils needs identified through data analysis.
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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?
Behaviour Policy & Attachment Aware		
• First two training session with Educational psychologist were successful. • Project for whole school Attachment aware – shared progress made with SACC and LA. Attended awards ceremony. • Discussed Silver Project with Educational psychologist – focus will be on providing support for parents with Emotion Coaching and Zones of Regulation. • Continued to embed Behaviour Policy and ensured expectations are consistent and known by all new starters. • Outreach Learning Mentor providing 1:1 support for a child for 12 week programme.	• Our pupils are frequently asked to consider right choices of behaviour through focusing on our values. Having opportunities to discuss behaviour choices with their peers and teachers gives them support and a further range of behaviour choices to draw upon. • Any incidents are resolved swiftly.	• Share Silver Attachment aware project with parents. • Ensure vision is included in any plans. • Tie attachment aware project into SIAMS SEF. • Ensure new pupils and staff are fully aware of our Behaviour Policy and expectations.

ATTENDANCE & PUNCTUALITY (From DfE VYED)

DfE comparisons

With RBWM schools:

Attendance measure	Percentage	Ranking ①
Overall attendance	96.2%	You are ranked 7th out of 46 schools
Overall absence	3.8%	You are ranked 7th out of 46 schools
Authorised absence	3.2%	You are ranked 9th out of 46 schools
Unauthorised absence	0.5%	You are ranked 4th out of 46 schools
Persistently absent	7.2%	You are ranked 10th out of 46 schools
Severely absent	0.0%	You are ranked 1st out of 46 schools

National comparison:

Your overall attendance
96.2%

You are in decile 2, the top
10-20% of schools

Decile ①	Decile description ①	Number of schools ①	Lowest in decile ①	Highest in decile ①
1	Top 0-10%	1672	96.5%	100.0%
2	Top 10-20%	1672	96.0%	96.5%
3	Top 20-30%	1671	95.7%	96.0%
4	Top 30-40%	1671	95.4%	95.7%
5	Top 40-50%	1671	95.1%	95.4%
6	Bottom 40-50%	1671	94.7%	95.1%
7	Bottom 30-40%	1671	94.3%	94.7%
8	Bottom 20-30%	1671	93.8%	94.3%
9	Bottom 10-20%	1671	93.1%	93.8%
10	Bottom 0-10%	1671	0.0%	93.1%



FFT National
Attendance Award
2023/24

- Attendance since 01/09/24: **96.5%**
- Requests for term-time absence this academic year:
 - **84 requests** (not total of days, not including medical appointments)
 - **28 authorised** (not yet CSA, religious holidays, school visits, funerals, entrance exams, music exams, sporting event)
 - **42 unauthorised** requests (holidays). **The total number of schools day lost to family holidays so far this year: 99 days (nearly 20 weeks worth of education)**
- Attendance Lead tracking attendance half-termly and contacting parents via letter/phone/in person as necessary.

- The earlier start to the school day has had a positive impact on learning time.
- Meeting with families/sending letters whose child's attendance is causing a concern has had a mostly positive impact on their attendance going forward.
- Working alongside the LA to seek ways to support and improve attendance has been useful.

- Continue to work with the EWO and families whose attendance is causing concern. Offer support where possible.
- Continue to send letters of attendance concern to parents.
- Work with attendance link Governor to monitor absence and procedures.
- Continue to ensure attendance is a standing agenda item on all Governor Meetings.
- Continue to provide governors with attendance data via HT reports.
- Plan for any further intervention needed for identified pupils through

- Letters of concern around attendance sent to parents from Headteacher. - Attendance meetings with families of high concern. - Letter to all parents around attendance and importance of good attendance. - EWO commented that our attendance is comparatively good. - Attendance Lead has attended RBWM network meetings and engaged with strategies and suggested toolkits to improve and support attendance. - Reviewed Attendance Policy in light of FPN. - Shared new FPN legislation coming in with parents and governors. 2 families have received a FPN this year.		Attachment Aware action plan/project.
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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		
- Continued to publicly recognise, encourage and celebrate pupils' 'Living the Vision' and showing courageous advocacy. - ELSA (pastoral support) provided now training is complete and identified pupils are in receipt of ELSA support. - Digital Leaders leading a weekly Computing Club. - Clubs other than sports clubs offered this term: ➢ Gardening ➢ Cookery ➢ Lego ➢ French ➢ Spanish ➢ Chess ➢ Art ➢ Homework ➢ KS1 Arts and Crafts ➢ KS2 Art ➢ Choir ➢ Guitar ➢ Ukelele	- Y6 Pupil Leaders have grown in confidence and shown great leadership skills when organising and presenting to our school family and visitors. - Our termly values are discussed and explored through Collective Worship promoting pupils' character development and understanding. - Pupils are inspired to 'live our vision' by witnessing peers do so and be recognised for it. - Pupils are exposed to discussions about tolerance and respect often. They have the chance to see others' views and show respect. - NSPCC workshops focus on citizenship and PSHE contributed towards pupils' personal development. - School is providing a wide range of extracurricular clubs providing pupils with a range of experiences and opportunities to develop their personal development.	- Continue to provide ELSA and Nurture groups for identified pupils. Ensure this is included in staffing timetables in September. - Trips, visits and visitors planned to enhance Holy Trinity Curriculum and provide cultural experiences for our pupils. - Elect pupil leaders next term including Kindness Ambassadors. - Make regular use of Space Makers in Collective Worship to provide pupils and staff with the opportunity to be reflective and mindful exploring their own sense of spirituality.

PHYSICAL HEALTH

- Engaged in Inter-Sport competitions and festivals with the local cluster: - Y5/6 boys football tournament (Maidenhead Magpies) - Y5/6 Girls Football tournament (Maidenhead Magpies) - Y3/4 Netball @ The Marist - Y6 Swimming Gala @ St. George's - Y3 & Y4 Interhouse football tournament - Ascot Cup football tournament with local cluster - Y3 Girls' Football @The Marist - Y5 & Y6 Boys and Girls Football Competition @ Charters - KS2 Cross Country @ The Marist - Y5 & Y6 Basketball competition @ Charters - Y5 & Y6 Football @ The Marist - Y3 & Y4 Football @ The Marist - Y3 & Y4 Girls' Football @ St. Pirins tournament with Magpies - Girls Football @ The Marist - Y3 & Y4 football @ Braywick (Magpies) - Y5/6 netball @ St. Michael's - Y5 to St George's for Cluster Sports Day - Y5/6 boys football @ Ascot Football Club - Y5/6 girls Football @ Ascot Football Club - Widened the zones and activities available at lunchtimes to include small world play and Lego. Included Play Leaders and School Council in decisions about zones. - Swimming (5 weeks) for Y3 and Y4 - Sports Day planned for 4th July – House Captains supporting and all pupils involved. - House Captains leading daily Sporting Challenge for all classes.	- Continuing with club provision and encouraging uptake is having a positive impact on pupils' physical health. - Lots of opportunities for pupils to engage in physical activities to support mental wellbeing and physical health. - Disadvantaged pupils invited to clubs to offer a variety of opportunities. - Taking part in sporting competitions in the community has offered the pupils an opportunity to compete and gel as a team. It has also provided the experience of losing at times which has developed their resilience and respect. - Pupils have had the opportunity to lead their peers – Play Leaders, House Captains, School Council, Team Captains.	- Physical health elements of new RHSE curriculum to be secure. - Continue to promote the Daily Mile on the running track. - Widen the zones and activities available at lunchtimes to include a mud kitchen, den building & outdoor library. - Repair basketball hoop and football goals. - Engage PTA in fundraising to develop the outdoor activities available that have arisen from pupil voice ideas.
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• Took part in National Sports Week offering various physical activities in the week. • Sports Clubs offered this term: • Skateboarding • Basketball • Football • Zumba • Martial Arts • Dodgeball • Playball • Gymnastics • Fencing • Athletics • The playground is now 'zoned' at lunchtime to provide a safe space for younger pupils to access the bikes and to skip in a designated zone.		
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MENTAL HEALTH

• Attachment Aware Award 3-year project year 1 Bronze Award completed – project evaluated and Silver Award planned for next year. • Staff wellbeing a discussion in Performance Appraisal meetings and newly added to the Governor Visit Report. • Headteacher met with all TAs 1:1 to discuss wellbeing. • Governor Surgery: staff invited to share confidentially with a Governor. • Provided support for parents of children with SEMH and signposted to further advice/support.	• Staff are aware of the Staff Wellbeing Policy and how to seek support if needed. • Nurture Groups provide support to pupils with friendship/social interaction difficulties in a safe way.	• Attachment Aware Award whole school project to continue – Silver Award which involves supporting parents with their children's emotional wellbeing. • Continue to signpost staff and support staff to professional support should they require it.
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CHRISTIAN DISTINCTIVENESS and VISION

• Space Makers training for SIAMS Leader & Governor-visit practicing school. • Space Maker introduction for staff. • SIAMS SEF training for Headteacher and Assistant Headteacher. • Vision posters shared with pupils and staff and displayed in school. • Vision included on weekly newsletter to parents.	• 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	• 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.
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- Living the Vision certificates awarded to pupils. - RE Leader working with pupils to develop Prayer Spaces for Collective Worship. - RE Leader working with Diocese to develop scheme of work. - Prayers on prayer tree promoted and shared in Collective Worship. - Pupils leading Collective Worship. - Harvest, Christmas and Easter Services at Church and subsequent organisation of goods and money donated for the food bank. - SIAMS Leader commenced work on our website here - Governor Vision Day to re-visit the vision. - Weekly food boxes distributed to those in need in the community. - Y6 selling poppies to pupils and parents. - Harvest, Christmas, Christingle and Easter services enjoyed and well-attended. - Diocesan Advisor in school leading an assembly on the Church's Year. - Governors involved in monitoring Collective Worship throughout the school.	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.	- SIAMS leader to continue to ensure our website is fully reflective of our practice. - Space Makers training on-going for staff. - Include SpaceMaker programme in CW planning next term. - Further explore global link in Sri Lanka with Rev Jon and plan activities and fundraising next term. - Support Holy Trinity Church in its transformation. Provide a space in school for church meetings and services at weekend. - Continue to deliver food parcels during the summer holidays. - Provide funding for disadvantaged pupils to access summer clubs on site.
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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		
- Library refurbishment underway – funded by PTA. - Continued to forge networks in RBWM for all subject leaders to support their role and for CPD. - Revised staffing structure for September including two new appointments. - Welcomed new Reception class parents and EYFS team leading transition activities. - Subject Leaders continuing to utilise Subject Leader Audit to guide their ongoing leadership work.	- Staff supported and developed in their roles (see CPD record). - School Leaders accessible to all staff for support. - Curriculum at Holy Trinity is well planned and sequenced and leadership roles are distributed. - Performance Appraisal ensures focus for all on SDP foci and personal wellbeing & development. - SEF provides leaders and Governors with clear picture of how Holy Trinity is currently performing. - Teaching strategies are becoming more consistent	- SDP for 2025-2026. 3 year plan for 2025 – 2028. - Plan for SIAMS inspection and lead staff and Governors through the process. - Continue to plan time to coach all teachers in their teaching and learning practice to ensure consistency: 'The Holy Trinity Way' - Continue to forge networks in RBWM for all subject leaders to support their role and for CPD. - Continue to seek and provide high-quality CPD for subject leaders.

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• Subject Leader time planned in to staff meetings and additional time given during the school day to enable pupil voice and lesson monitoring (a total of 6 hours in TDM time/covered by Headteacher + school closure day on 07/01/25) • Subject Leader Cluster/network meetings (once per term) • Training for Attachment Aware Schools Award – Bronze. • All staff to continue to access the National College for CPD appropriate to their role. • Walkthrus – 3 year project focusing on The Holy Trinity Way (Consistent pedagogy in teaching and learning). • Ongoing development of subject leaders to ensure every subject is well-led and managed. • Safeguarding is well managed and DSLs are all able to respond to needs as they arise. • Review and coaching of teaching techniques identified as part of CPD. • Head commenced discussions with St George's Ascot to launch a re-design of Holy Trinity's logo. • Headteacher approached by local authority to support local school. <u>Governance</u> • Vision revisited to ensure its relevance and clarity. • Governor Visit Day focused on writing across the school and enabled Governors to see progression and expectation from EYFS to Year 6. • Governor vacancies filled successfully. • Support for Leadership Team through the re-structure and deficit situation. • Support for Leadership team in various challenging issues. • Clear succession planning in place.	through WalkThrus CPD enabling teachers and TAs to further build strategies and techniques to address identified needs. Team coaching provides collaborative development. <u>Governance</u> • Governors have detailed understanding of how Holy Trinity Curriculum is implemented with consistency and why curriculum choices have been made by the Leadership Team. • Governors know the writing expectations and progression across the school. • Governor training has continued virtually/in person to ensure all governors are fulfilling their roles. • Governor visits linked to SDP and actions from previous visits are on-going monitoring and challenge. • Headteacher feels fully supported by Governing Board to deliver SDP and fulfil responsibilities.	• Subject Leaders actioning HUGG (action plan) for 2025-26 to feed into SDP. • Induct new staff members. <u>Governance</u> • Governors' visits to link to SDP. • Succession planning for Governor roles. • Possible Parent Governor election process to implement.
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- Continued to plan Governor visits linked to SDP and actions from previous visits. - Continued to attend training. - On-going Governor Visits linked to SDP.		
FINANCE		
- Financial audit (SMRA) - independent analysis and advice. - Deficit reduced – see 2025-26 budget - F&R closely monitoring budget. - Internet and Wi-Fi upgrade and subsequent work undertaken. - Internet use monitoring reports included in internet contract. - Tree management and insurance - 3 year contract. - Final budget 2025-2026 received and shared with Governors. - SFVS submitted. - Parent donation to cover pipe repair work. - PTA events so far this year: Christmas Fair, Bake Sales, Film Night, Disco, Book Sale, Circus. Funded the library refurbishment. - Area outside the back of the hall (on Church Road) has been cleared and pebbled.	- Budget reflects reduction in pupil numbers and plans for it accordingly. - Classroom and staff technology fit for purpose. - Building is a fit for purpose, inviting and safe. - Budget and financial planning audited independently for quality control purposes.	- Governors to consider recommendations in SMRA report. - Decarbonisation working party to agree actions – additional grant of £15,956 to be used for this purpose (window repair/replacement). Liaise with Diocese. - Explore costs/funding for hall refurbishments. 99-year land lease to be extended – conversations with St John's college and diocese. Awaiting quote from estate agents. - Explored cost of replacing flooring in KS2 classrooms, corridors and hall. Consider for future. - Ensure any outstanding actions on Fire Health and Safety action plan from LA have been actioned in a timely manner. - F&R to continue to closely monitor budget. - Replace phone lines. - Plan for increase in free school meals.
SAFEGUARDING (See also Annual Safeguarding Report to Governors)		
- Engaged in Smartphone Free Childhood campaign – shared information with parents via newsletter, website, coffee morning and summer fair stall. - Safeguarding information shared with schools if pupils moving on. - Communicated effectively with social worker/early help/family workers as needed for identified pupils. - How to safeguard your children online weekly Top Tips shared with parents via the newsletter.	- Online record keeping has streamlined procedures and improved communications. - SCR full and up to date. - Induction Folder comprehensive and effective for new staff members. - All actions from last year's Safeguarding Audit are completed. - Pupils that need support are identified by robust internal processes and appropriate support is sought. - As result of KCSIE quiz, ensure all staff aware of how to report a low-level concern. Concerns are	- Ensure all DBS for staff are within 5 years. Renew on rolling basis. - Ensure EYFS and Y2 new staff recruits are inducted and in receipt of safeguarding training. - KCSIE updates Sept 25 – staff and Governors to read. - Update Safeguarding and Child Protection Policy in light of KCSIE updates. - Share relevant safeguarding knowledge with new teachers from September on a 'need to know' basis. - Annual Safeguarding Audit – for LA.

• DSLs have continued to work closely with social care to support families in need. • Low Level Concerns reporting procedure in place. • DSLs attended RBWM network training and DfE webinars. • Filtering and Monitoring risk assessment and annual review introduced. • Daily Monitoring Reports from internet usage in school time now being received. • Newly appointed Governor in receipt of safeguarding and Prevent training. • Parents invited to attend a cluster Internet Safety presentation @ Charters. • Worked with local PCSO to share safety concerns in the community.	acted on appropriately in a timely manner.	
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STAFF

• Recruited Maternity Cover for Year 2 (12 month part time contract). • Planned staffing for September 2025. • Continued to provide CDP (internal and external) for subject leaders. • Teacher's Performance Appraisal taken place. • TAs wellbeing meetings undertaken with Headteacher. • Staff survey reviewed and suggestions acted upon. • New ELSA trained (previous ELSA resigned her position; exit interview conducted).	• We retain high quality teaching staff across the school. • Performance Appraisal for teachers (including wellbeing) focusing on SDP priorities. • CDP has been focused on SDP and identified development from Performance Appraisal meetings.	• Focus on staff wellbeing as a result of the re-structure. • Continue to promote National College online as source of quality CPD. • Plan for retirement of cleaner.
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STAFF WELLBEING

• Staff wellbeing has been adversely impacted by the need for redundancies and subsequent support staff re-structuring. • New staff laptops have been provided as this was a cause of stress & frustration. • Staff wellbeing added to Governor Visit Report as an opportunity to share concerns or suggestions.	• 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	• SMHL to follow on actions resulting from staff mental health survey. • Continue to look for ways to reduce workload and more efficient practices. • Organise staff social events.
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• Staff survey to gain views on changes since September. • Staff Wellbeing Policy reviewed and shared with staff. • Investigated and actioned any suggestions made on staff survey to alleviate current stress and workload. • Governor Surgery offered to staff to discuss any wellbeing/concerns confidentially.	to leaders. And changes made as a result.	
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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 Art		
Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
• SIAMS SEF training at ODBE in June 2025 to ensure any recent updates to complete SEF. • Mrs Pinkerton has created a Calendar Wheel cloth for the CW table. • Religion and Worldview monitoring by Heads Team June/July 2025 • Carmel Barnes and Rev Jon completed Space Maker Training in May 2025. Charlie Kerr delivered twilight session for all staff. • Kindness Ambassadors nominated the Gardening Club as part of 52 Lives National Collective Kindness Award . The Club was awarded Runner-up for their kindness to the planet. • International Charity 'Child Action Lanka' which links to HT Church appeal. • Attended RE Network Meetings • Continue to support families experiencing difficulties through DSL role. • Attended Governor Meetings.	• Attended with Mrs Griffith to ensure SIAMS process • Children can visually understand the calendar and all staff to refer to the table during CW time. • Quality of Religion and Worldview teaching is monitored and evaluated. • Teachers and TAs trained to deliver Space Maker training. Opportunities for the rest of the academic year to deliver stilling and noticing sessions. • Living our vision in small ways and being courageous advocates. • Living our vision through our designated charity initiatives this year. • CPD of RE and SIAMS lead current	• Jo Griffith to create succinct Holy Trinity SEF document and share with Governing Body. • CB to update Governors (Barry and David) on IQ6 and IQ7 and the SIAMS process. • Spiritual Leaders to dress the CW table at each worship so the children can see the importance. • From Monitoring understand actions required to ensure quality and subject knowledge of teachers is robust and share at TDM and INSET Training day. • Spirituality on SDP for 2025_2026 to develop a shared understanding of what spirituality is at Holy Trinity and the impact this has on their lives. • SIAMS website upgrade for more notable presence online – continue with IQ statements. • New cohort of Spiritual Leaders to introduce international charity for Christmas appeal. Linking with Holy Trinity Church and contact Manor Green school in Maidenhead who are also supporting this charity. • Feedback to Heads Team and Staff

Stacey Harding • PTA link • TA Lead • English Lead • P.E. and School Sports Lead • Student Placements • Performance Appraisal • DDSL • Behaviour & Safety • Feedback and Marking • Assessment • Data tracking and Analysis • Eco Committee		
Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
• Meetings attended. • Funds asked for library revamp • PTA helped run book sale for World Book Day and provided wooden spoons for all pupils to create a book character.	• Community feel to events – school community. • Library revamp confirmed and plans in place.	• List of smaller projects given to PTA for next year.
• Library sessions for KS1 on Monday lunchtimes working well supported by librarians • Librarians helped with organising and running the book sale for World Book Day.	• Reading for pleasure • Relationship between older and younger pupils	• All pupils to have access to books that celebrate diversity - waiting until after library revamp.
• TA meetings • Individual conversations with TAs about concerns / staffing etc. Support given.	• TA meetings held – cement team following redundancies. • TAs given opportunity to voice ideas/ concerns. • Individual conversations allow confidential matters to be discussed	• Continue to maintain and further build positive relationships, making sure all staff feel valued and ensuring high staff morale.
• Spring data input and analysed. • Analysis shared with governors	• Y2 – Y5 teachers given time to input data for analysis on Boost Insights NTS online tool (formerly Mark). • Analysis allows groups to be identified for intervention and areas of reading / maths for consolidation in class. • Analysis allows for trends to be identified and targets set.	• Continue with Boost Insights analysis in summer term. Need to find time for teachers to input this data in a very busy term.
• Eco Warrior focus during spring and summer term – food waste • Eco Warriors to give out stickers in lunch hall to those children eating all their school dinner. • Eco-warriors communicated Litter-picking rotas and these were arranged in classes.	• Children more aware of impact of wasting food. • Most impact with younger children who love receiving the stickers! • Litter-picking keeps the school environment clean and tidy. • Children more responsible for school environment.	• Continue with Eco Committee and link with Gardening Club.

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• 'Developing a Whole School Approach to Improving Writing' course feedback given to teachers at TDM • Greater Depth writing grids produced with input from teachers. • Moderation of writing judgements TDM • Moderations of writing judgements by SH and JG. • Met with link governor. • English Book Look – Heads Team. Feedback given to staff. • Kerry Gibb – local author – took whole school assembly. • World Book Day activities.	• All teachers benefit from sharing of good practice. • Greater Depth grids ready for summer judgements • Moderation ensures consistent judgements. • Challenged by stakeholder to ensure understanding and best outcomes for all pupils. • Promoting reading and writing for pleasure. Fun activities to inspire pupils!	• Consider merging of Writing Essentials and GD grids. • Wait for new Writing Framework due out in summer term. • English, presentation and marking expectations to be reshared with staff on inset in September.
Spring 2 and Summer 1 – • Y3&4 girls football at The Marist • Y5&6 girls football at The Marist • Y3&4 boys football at Braywick • Sporting Challenge 4 times a week at lunchtimes – now firmly in place and house and vice captains running this well. • Curriculum Document completed to match new SOW. • Lunchtime Zones in place. Balance bikes and small bikes - summer 1. Games run by playleaders - summer 2. Skipping zone for both terms. • Meetings with playleaders for training and to discuss zones.	• Gives pupils experience of competitive sport against other schools. • Forming and maintaining relationships with staff at other schools – useful contacts. • Matches/ tournaments reported on weekly newsletter. • Gives year 6 pupils leadership practice ahead of joining secondary school where they may choose to follow sport leadership pathways. • Provides year 6 pupils with leadership practice and pupils in Y1-Y6 basic competitive sport. • Builds relationships between younger and older pupils. • New SOW - Feedback from staff continues to be positive. • Pupils in receipt of 2 hours of High Quality P.E. a week. • Lunchtime zones provide children with different activities at lunchtimes and helps those pupils with social needs. • Playleaders given leadership practice ahead of responsibilities in Year 6. • Enjoyment of sport and physical activity. • Raise funds for playground equipment.	• Continue to liaise with staff at different schools to arrange inter-school fixtures and competitions for different year groups. • Continue to liaise with office staff and outside agencies concerning extra-curricular sports clubs. • Continue to monitor attendance at sports clubs. • Review units from new SOW for next academic year. • Look at additional lunchtime zones – currently sourcing tyres. Look at how this will work next academic year. • Sports Days • KS2 Rounders house competition • Perhaps a KS2 athletics competition • KS1 house competition run by house and vice captains

National Sports Week – apparatus session, scooting session and Sports Mufti.		
DDSL work as and when – access CPOMS.	- Keeping children happy and safe. - Liaising with other DSLs/DDSLs .	This will continue.

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

SEND & INCLUSION – June 2025 SENCo – Mrs Fiona Fargher		
Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
Completion of Bronze Attachment Aware Schools Award (AASA) with RBWM/ Achieving for Children.	- Whole staff approach to use of language when talking with and about pupils and their parents. Ensures that pupils' needs are understood and that they receive appropriate support. - Use of Emotion Coaching language with pupils helps them to learn to identify feelings and use appropriate strategies to regulate themselves.	- Continue to embed the principles of the programme so that all staff use an Emotion Coaching approach when working with pupils who are struggling. - Extend the AASA to Silver Level with a focus on helping parents support the emotional regulation of their children. - Continue to teach emotional regulation in school through Zones of Regulation in line with our Behaviour Policy.
Our newly-trained ELSA is in role. We have created referral forms for class teachers to share general and specific concerns and have updated parent information (including consents)so they are aware of what ELSA is and how it is intended to be run.	- ELSA support to our more vulnerable pupils and those struggling with emotional difficulties is vitally important; ensuring pupils are in a good place mentally will enable them to learn. - ELSA is able to provide targeted intervention when teachers and parents share more specific concerns. - Having updated paperwork means we can be clear to parents about how ELSA is delivered (and what it involves)	- Ensure ELSA is able to attend all the supervision sessions with the local authority and have sufficient time to plan and execute the role effectively. - Ensure liaison with SENCo to prioritise pupils with highest needs in view of capacity for undertaking the role.
Review of WE SEND Action Plan and re-evaluation of SEND provision in the school	Regular monitoring of strengths and areas of difficulty with SEND provision enables steps to be taken to improve overall support for those pupils who need it most.	Refer back and review actions identified during the WE SEND programme to maximise the impact of the project on SEND across the school. Continue to monitor and use the online evaluation tool to consider other

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		improvements we can make when possible.
Headteacher and SENCo attended MITA training – Maximising the Impact of Teaching Assistants	Helps to ensure that, even with budget and staffing constraints, pupils benefit from the right TA support at the right time where possible.	An Action Plan (draft) has been developed with a number of focus areas to start putting in place during the next academic year.
5 new EHCPs across the school have been secured this academic year, giving us a total of 6 EHCPs (in Years 1, 3, 4 and 5)	- Ensuring those pupils with highest needs are afforded the right provision (legally) is important and can help to give those pupils options for secondary placements and specialist placements as needed. - Secures funding to help with staffing across the school and allows for provision of specific interventions and support for individuals and groups.	Regular and careful monitoring of SEND pupils and their progress is essential to identify those who may need an EHCP at an early stage where possible.
Commissioned Alternative Provision at 2 different places for one pupil with high needs and an EHCP.	- AP can enable those pupils with highest SEMH needs to access a different, wellbeing-focused, curriculum which can support emotional regulation when back in the school environment - Helps to build confidence and self-esteem in our most vulnerable pupils	Growing experience of the Alternative Provision procurement may help with future placements – how to secure, seek funding and ensure compliance with risk assessments, safeguarding, DBS etc.
Staff have received training appropriate for their roles (for example, speech and language workshops, NELI, OT, Makaton)	It is important that we are able to meet the needs of the pupils in our care and have the training and understanding to do so effectively.	Identify needs for further training. For example, additional members of staff may need to be trained in Level 1 Makaton to support a non-verbal pupil with an EHCP in KS1 following transition to the next year group.
- Arranged additional transition sessions for pupils with high SEND needs. Also arranged for Autism specialists to work with 2 identified pupils ahead of transition to secondary school - Referred identified pupils for specific course, 'Onwards and Upwards', to help support move to secondary school	Transition is a difficult area for all pupils with SEND – whether that is moving into the next class at Holy Trinity or joining the school / leaving for secondary or elsewhere. Additional, targeted support can help to maximise chances for a successful move.	Continue to consider the needs of all pupils leaving and joining the school regardless of age / stage.
Pupil Voice questionnaire for those with SEND to determine how they feel about school	Pupil voice is extremely important and we need to ensure we are listening to what is being said and can take action accordingly.	Seek to obtain parental views on communication and support for SEND pupils through a parent survey.

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| | <ul style="list-style-type: none"> • It is important for all staff (and especially SLT and SENCo) to know that SEND pupils feel valued and supported at school. | |
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Ongoing actions to support pupils with SEND as well as their families:

- Attend SENCo meetings and training events / webinars to ensure up to date with best practice and to have opportunities to discuss concerns / issues / successes with other SENCos
- Ensure inclusion within the school so that pupils with SEND are able to take part in all activities and also take on positions of responsibility
- Promote inclusion through, eg Makaton Masters teaching new Makaton signs
- Continue to undertake learning walks to observe pupils in their classroom settings, see curriculum adaptations and monitor provision for those with EHCPs in particular
- Careful monitoring of academic progress so that additional steps can be taken to support pupils with SEND at the earliest opportunity; also important to identify barriers to learning
- Ongoing and regular communication with class teachers to discuss SEND needs and adapt provision and monitoring accordingly
- Maintain open communication channels with parents of SEND pupils and continue to inform them and share information about their children's progress
- Share information about workshops and specific events with parents which may be of benefit and interest; continue to update webpage with relevant and useful links for support and direct parents to this
- Plan transitions carefully, particularly for those with SEND who will need additional consideration
- Continue to refer to external professionals (CAMHS, Educational Psychologist, Shine Team, Early Help, Pear Panel, SALT and OT) when appropriate and as early as possible to minimise delays in support

Statistical Data

Number on roll - 208

Below is a chart showing the number of pupils for week ending – 27/06/2025

Year Group	Number on roll	Boys	Girls
Reception	30	20	10
Year 1	25	14	11
Year 2	31	15	16
Year 3	31	17	14
Year 4	30	15	15
Year 5	30	13	17
Year 6	31	18	13
TOTAL	208	112	96

First Language

Albanian	Bengali	English	Greek	Gujarati	Latvian	Polish	Urdu	Refused		
1 (0.47%)	2 (0.95%)	198 (94.7%)	1 (0.47%)	1 (0.47%)	1 (0.47%)	2 (0.95%)	1 (0.47%)	2 (0.95%)		

Ethnicity

Bangladeshi	Black & any other Ethnic Group	Filipino	Indian	Other Asian	Other Ethnic Group	Other Mixed Background	Other Pakistani	Other White British
2 (0.95%)	1 (0.47%)	1 (0.47%)	14 (6.7%)	1 (0.47%)	1 (0.47%)	4 (1.9%)	2 (0.95%)	8 (3.82%)
Pakistani	Sri Lankan Sinhalese	White British	White English	White Irish	White & Any Other Asian Background	White and any other Ethnic Group	White & Asian	
1 (0.47%)	1 (0.47%)	11 (5.26%)	127 (60.76%)	3 (1.43%)	4 (1.9%)	4 (1.9%)	1 (1.43%)	
White & Black African	White & Black Caribbean	White & Chinese	White & Indian	White Eastern European	White European	White Western European	Refused	
1 (0.47%)	2 (0.95%)	3 (1.43%)	4 (1.9%)	1 (0.47%)	5 (2.4%)	4 (1.9%)	3 (0.95%)	

Religion

Anglican/ Church of England	Buddhist	Christian	Hindu	Methodist	Muslim	No Religion	Other Religion
52 (24.88%)	1 (0.47%)	42 (20.1%)	8 (3.82%)	1 (0.47%)	9 (4.3%)	57 (27.27%)	3 (1.43%)
Refused	Roman Catholic	Sikh					
9 (4.3%)	18 (8.61%)	9 (4.3%)					

Special Educational Needs & Disabilities

Pupil Premium

Term	SEN Support	EHCP	Year	Ever 6 pupil number FSM pupil number	LAC/PLAC/ SC	Pupil Premium pupils total
Summer 2025	25	6	Summer 2025	13	4	17

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Attendance

Attendance		Target 2024-25: 97%	
Whole School End of Year	Pupil Attendance %	Pupil Attendance % 01/09/23 – 27/06/25	
		Class	
Sept 2012 – July 2013	95.7%	EYFS	97.8%
Sept 2013 – July 2014	96.6%	Year 1	96.3%
Sept 2014 – July 2015	96.8%	Year 2	96.7%
Sept 2015 – July 2016	97.1%	Year 3	97.5%
Sept 2016 – July 2017	96.9%	Year 4	97.6%
Sept 2017 – July 2018	96.6%	Year 5	94.4%
Sept 2018 – July 2019	96.5%	Year 6	94.5.6%
Sept 2019 – July 2020	95.3%	TOTAL (Whole School)	96.5%
Sept 2020 – July 2021	96.7%		
Sept 2021 – July 2022	94.09%		
Sept 2022 – July 2023	96%		
Sept 2023 – July 2024	96.28%		

Staff CPD training

Autumn Term 2024			
Date	Staff	Course/training	Lead/provider
September 24	All staff	National College Annual Safeguarding Training	National College
September 24	1 x TA + 1 x class teacher	Makaton	Makaton online
12/09/24	Headteacher	Performance, Resilience and Support (PRS)	ODBE
19/09/24	Pupil Premium Lead	Pupil Premium Network	AfC
23/09/24	SIAMS Leader	Get Ready for SIAMS Inspection	The National College
25/09/24	Headteacher	Heads Together – maths across the school	AfC
25/09/24	English, Maths and Science Leaders	Subject Leader Network Meetings	AfC
26/09/24	Designated Teacher	Designated Teacher Conference	AfC
02/10/24	Headteacher	Attachment Aware School Bronze Award launch	AfC
09/10/24	Bursar	Bursar Support	AfC
17/10/24	Designated Teacher	Designated Teacher Network	AfC
18/10/24	Headteacher	Education Leadership Forum (ELF)	AfC
23/10/24	Headteacher	Safer Recruitment	National College
24/10/24	Headteacher	Coaching session 1 with EP for Attachment Aware School Award	AfC
05/11/24	Designated Teacher	Designated Teacher Network	AfC
11/11/24	Headteacher & Assistant Headteacher	Dealing with Parental Complaints	AfC
18/11/24	DSLs	DSL Network Meeting	AfC
19/11/24	Admin Officer	Attendance Network	AfC
25/11/24	RE Leader	Collective Worship Network	ODBE
27/11/24	RE Leader	RE Network	ODBE
28/11/24	Bursar	SFVS training	RBWM
02/12/24	Headteacher	Ascot Cluster Meeting	Ascot Cluster
06/12/24	EYFS Leader	EYFS practitioner	Greg Bottrill
09/12/24	Headteacher	Coaching with EP for AASA	AfC
Spring Term 2025			
06/01/25	All staff	INSET: Attachment Aware Training	EP from AfC
07/01/25	Geography Subject Leader	Primary Subject Leadership	The National College
07/01/25	Maths Subject Leader	Maths Subject Leadership	The National College

Holy Trinity CE Primary School

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07/01/25	DT Subject Leader	Primary Subject Leadership	The National College
07/01/25	PSHE Subject Leader	PSHE Subject Leadership	The National College
07/01/25	History Subject Leader	Primary History: Bespoke Assessment and Feedback	The National College
08/01/25	Headteacher	Heads Together	AfC
14/01/25	Headteacher	Performance, Resilience & Support	ODBE
14/01/25	Bursar	Procurement	DfE
16/01/25	Bursar	Integrated Curriculum Financial Planning	DfE
20/01/25 + 23/01/25 +06/02/25 + 13/02/25 + 27/02/25 + 06/03/25	New ELSA TA	ELSA training	AfC
20/01/25	Headteacher	Ofsted: Deep dive into Behaviour and Attitudes	The National College
21/01/25 + 11/02/25 + 04/03/25	English Leader	Developing a Whole School Approach to Writing	AfC
21/01/25	Teaching staff	Music	Berkshire Maestros
22/01/25	Science Subject Leader	Science Subject Leader CPD	Kapow
w/c 27/01/25	TAs x 4	TA training	AfC
28/01/25	RE Leader	RE Network Meeting	ODBE
28/01/25	SENCO	Designated Teacher Network	AfC
31/01/25	Headteacher	Alternative Provision	AfC
06/02/25	Bursar	Bursar Support	RBWM
12/02/25	Headteacher	Heads Together	AfC
25/02/25	SEND Co	SEND Conference	AfC
02/25	EYFS TA	NELI Course 1: Language Fundamentals	OxEd
02/25	EYFS TA	NELI Course 2: Delivering the NELI	OxEd
03/03/25	SIAMS Leader	Collective Worship Network	ODBE
05/03/25	Bursar	Budget Planning	AfC
05/03/25	English, Science and Maths Leaders	Subject Leader CPD	AfC
05/03/25	Headteacher	Heads Together	AfC
07/03/25	EYFS Leader	Improving Behaviours and Self-Regulation in EYFS	AfC
11/03/25	All staff	Attachment Aware Training session 2	
12/03/25	Assistant Headteacher	Spotlight on Schools	AfC
17/03/25	DSLs	DSL Network	AfC
18/03/25	Headteacher	Pupil Premium Network	AfC
20/03/25	Re Leader	RE Network Meeting	ODBE
20/03/25	TA	Speech and Language training	NHS
28/03/25	Headteacher	Education Leadership Forum	AfC
Summer Term 2025			
24/04/25	All teachers	The Write Stuff	English Leader
24/04/25	SEND CO	Designated Teacher Forum	AfC
28/04/25	Headteacher	Performance, Resilience and Support	ODBE
29/04/25	Headteacher & SEND Co	Maximising the impact of TAs	AfC
07/05/25	Headteacher	Ascot Cluster Heads Meeting	Ascot Cluster
08/05/25	ELSA	ELSA supervision	AfC
09/05/25	Headteacher	Smartphone Free Childhood	AfC
13/05/25	SEND CO	Designated Teacher Forum	AfC
20/05/25	TAs x 3	Five to Thrive	AfC
20/05/25	Headteacher	Climate Change webinar	DfE
21/05/25	SEND CO	Maximising the impact of TAs (day 2)	AfC
21/05/25	Subject Leaders	Subject Leader Network meetings	AfC

Holy Trinity CE Primary School

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22/05/25	RE Leader & Governor	Space Makers	ODBE
03/06/25	All teachers	Writing moderation	HT
03/06/25	Headteacher	Heads Briefing	ODBE
06/06/25	Headteacher	Education Leadership Forum	AfC
09/06/25	EYFS TA	Speech and Language training	DfE
12/06/25	All staff	Space Makers	ODBE
13/06/25	Headteacher + Assistant Headteacher	SIAMS SEF	ODBE
17/06/25	Assistant Headteacher	Walkthru	AfC
17/06/25	SENDCO	Attendance Network	AfC
18/06/25	ELSA	ELDSA Conference	AfC
03/07/25	Headteacher	Attachment Aware Bronze Award	AfC
03/07/25	Assistant Headteacher	Education Exhibition	Wellington College

Record of Governor Training/Courses Attended 2024-25

Date	Governor	Course/Training	Lead/Provider
Autumn 2024			
12/09/24	Carol Elsasser	RBWM Clerk Briefing	AfC
18/09/24	Aileen Boaler	Safeguarding – The Governors Role	AfC
27/11/24	Tim Fettes	Chairs and vice-chairs surgery and networking	AfC
03/12/24	Rev Jon Hutchinson & Aileen Boaler	The Governors' Guide to Collective Worship and Spiritual Flourishing	ODBE
07/12/24	David Gingell	PREVENT	HM Government
Spring 2025			
16/01/25	Carol Elsasser	RBWM Clerk Briefing	AfC
02/02/25	Jo Steel	Role of the SEND Link Governor	National College
12/02/25	David Gingell	Governor Induction Part Three - Evidence Building for Accountability	AfC
26/02/25	David Gingell	Governor Induction Part Four - Safeguarding: the governance role	AfC
Summer 2025			
10/04/25	Ramsay Abbott	Prevent Awareness Course	HM Government
10/04/25	Ramsay Abbott	Prevent refresher awareness course	HM Government
22/04/25	Aileen Boaler	Safer Recruitment Training	The National College
01/05/25	Carol Elsasser	Clerks' & Governance Professionals' Briefing	AfC
14/05/25	David Gingell	Governor Induction Part One – Strategic Leadership	AfC
21/05/25	David Gingell	Governor Induction Part Two - The Support and Challenge Role	AfC
4/06/25	Ramsay Abbott	Governors Induction Part Three - Evidence Building for Accountability	AfC
11/06/25	Ramsay Abbott	Governor Induction Part Four - Safeguarding: the governance role	AfC
25/06/25	Ramsay Abbott	SEND Governance	AfC

Staffing

% of our teachers taking at least 1 period of sickness absence this year	Average number of days taken	National % of teachers taking at least 1 period of sickness absence 2023/24	National Average number of days taken 2023/24
75%	2 days	65.7%	8.3 days

Staff Absence	Current year to date	Full Year 2023-2024	Full Year 2022-2023	Full Year 2021-2022	Full Year 2020-2021	Sept - March 2019-2020	Full year 2018-2019	Full Year 2017-18	Full Year 2016-2017	Full year 2015-2016
Teachers (8.9)	27	58.5	25 (+64 long term absence)	138 + 38 long term absence	54	22.5	60	28	43	8
Teaching Assistants (6.8)	45.5 (+ 14 long term ongoing absence)	87	87 (+ 103 long term absence)	189 + 31 long term absence	243.5	72	156.5	74	53	91.5
Non-teaching (3)	3 (+29 days long term absence)	2	4	19	91	1	4.5	6	18	37
TOTAL	118.5 days (75.5 without long term absences)	147.5 days	283 days (116 days without long term absence)	415 days (346 days without long term absences)	388.5 days	95.5 days	221 days	108 days	114 days	136.5 days

Behaviour and Incident reporting (since the last report)

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

Health and Safety & GDPR

- Heating system replaced.
- No data breaches to report.
- One parent Subject Access Request processed by Samantha Wootton (Data Protection Officer at RBWM).
- A pupil accident resulted in a report to RIDDOR – physical injuries sustained. Governor involvement to check procedures and policies.
- A second pupil had an accident resulting in a broken wrist and a report to RIDDOR.

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?
18/09/24	Jon Hutchinson & Aileen Boaler <i>Safeguarding Governors</i>	Safeguarding	Jo Griffith DSL	- Safeguarding audit shared - SCR check complete - Filtering & Monitoring Action Plan	In place
05/02/25	Jo Steel <i>SEND Governor</i>	SEND pupil voice	Fiona Fargher – SEND Jo Griffith – Headteacher	- Parents SEND Questionnaire - AWAS training 2 - Achieve AWA Bronze Award	- ongoing - complete
11/02/25	Jo Steel – EYFS Governor	EYFS	Su Tones	- Wish list of items/help needed to be put in newsletter - Consider specialist TA support when financial situation improves	completed
28/02/25	Jonathan Sharland <i>Art Link Governor</i>	Art	Georgie O'Brien	Awaiting report	
17/03/25	Andi Williamson <i>Admissions Committee Chair</i>	Admissions	Sarah Lawson Admin Officer	Book next visit	
17/03/25	Andi Williamson <i>GDPR Link Governor</i>	GDPR	Jo Griffith Headteacher	PTA social media use	Next visit
17/03/25	Andi Williamson <i>English Link Governor</i>	English	Stacey Harding English Lead	- pupils accessing greater depth reading comprehension - Governor visit in writing moderation	
26/03/25	Jon Hutchinson Aileen Boaler <i>Safeguarding Governors</i>	Safeguarding	Jo Griffith DSL	- Renewal of identified personnel DBS - Nominate an additional DSL to receive daily monitoring reports of IT searches - Safeguarding Governors to watch 'Web filtering' video	complete
07/05/25	Jo Steel <i>Disadvantaged Governor Link</i>	LAC/PLAC	Fiona Fargher SEND CO	Slight edits in Policy to be presented to FGB	complete
11/06/25	All Governors	Writing Across the Curriculum	Jo Griffith Headteacher	Awaiting report	
18/06/25	Tim Fettes <i>Science Link Governor</i>	Science	Janelle Rhodes Science Leader	Awaiting report	

Policies reviewed this term:

Standards and Curriculum Committee
RHSE Policy
Outdoor Education Policy
EYFS Policy
LAC/PLAC Policy
Extra-Curricular Policy
Anti-Bullying Policy
Finance and Resources Committee
Safer Recruitment Policy
Full Governing Board
Lettings Policy

Conclusion

Another year nearly over. I'm always struck by how much we're achieved when I write this report. We set ourselves ambitious goals and aims every year to further improve. There are always additional aspects of school life alongside these goals and it amazes me how we manage to meet all the challenges and demands head on. To this end, I'd like to acknowledge and thank staff and Governors for their dedication and passion.

This term has been a true testament to that teamwork – stepping in to cover the office and to cover duties in staff absences for example.

The busy-ness of this term has included so many enrichment experiences for our pupils and I'd like to thank staff again for planning these events and often giving their own time to attend evening and overnight activities.

All of this demonstrates how we live out our vision for Holy Trinity on a daily basis and will continue to do so in the next academic year with our next set of ambitious goals!

Thank you to Governors for your time, dedication and support this year. Your involvement is much appreciated and makes a big impact on Holy Trinity.

Thank you to the staff who have contributed to this report.

Here's to 2025-26!

Mrs Jo Griffith
Headteacher



GLOSSARY

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

Holy Trinity CE Primary School

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