

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 9th July 2024

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

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

To be an inspirational place of learning where:

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

Table of Contents	Page Number
OFSTED and SIAMS gradings	1
School Context	2 -3
Points to address from 2018 OFSTED and steps taken so far	4 - 5
SDP priorities for 2023-2024	6
Quality of Education	7 - 10
Behaviour and Attitude	11-12
Personal Development	13- 15
Leadership and Management	15 -17
Reports from Assistant Heads and SENDCo	18 - 23
Statistics	24
Attendance	25
APPENDICES & SUPPORTING EVIDENCE	25 - 29
Staff/Governor CPD and training	
Staffing/ Staff absences	
Behaviour and Incidents	
Moderation	
Governor Visits Overview	
Policies reviewed this term	
GLOSSARY	30

Ofsted: March 2024 [1 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. It is in the least deprived quintile of all schools nationally in terms of deprivation.
- Pupils enter EYFS with varied abilities with the largest proportion being at average ability.
- English as a first language is 95.3% (National: 78.6% RBWM: 82%).
- The number of pupils entitled to pupil premium and Ever 6 funding is 16 (7.7%) and is well below the national average (23.8% June 2023).
- 3 pupils (1.4%) have EHC Plans for learning difficulties, disabilities and additional needs which is below national average for primary school pupils (2.5% June 2023).
- 27 pupils (13%) are on our SEN register. 24 do not have an EHCP (11%). This is below national average for primary school pupils of 13.5% (June 2023).
- The gender ratio is boys: 51% and girls: 49%.
- Attendance target is 97%
- The school's postcode is classified by Acorn as 96% 'Affluent Achievers' 'Rising Prosperity' or 'Comfortable Community'.

Attendance

	Current year to date	Absence rate	Persistent absence	Authorised absences	Unauthorised absences
Holy Trinity	96.3%	3.8%	6.5% (age 5-11)	2.4%	0.48%
National state primary schools	94.6%	5.4%	20%	3.9%	1.5%

Persistent Absence	Current year to date	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Holy Trinity	6.4%	6.5%	11.9%	6.6%	8.7%	8.2%
National state primary schools	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 class teacher with TA support. 2 HLTA staff & 1 pastoral support member form part of the TA team. There are currently 11 qualified teachers (including part time staff, the Headteacher and SENCo). 30 staff are employed by the school, some of which are part time (*this figure includes admin staff, the site manager and clerk to the Governors*). We have employed a qualified, experienced teacher (part-time) to deliver catch-up sessions for identified pupils across the school (started in September 2020 and continuing since).

Safeguarding, Health & Safety

There are four adults trained as Designated Safeguarding Leads 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

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

A shared vision was reviewed (Summer 2019) with all stakeholders, shared with all and implemented across the school (see front cover of this document). The school achieved 'outstanding' in SIAMS (Jan 2018) and the vision and values are embedded throughout. British values sit alongside Christian values to strengthen our SMSC learning and Religious Education. The four main areas of our vision focus on children, staff, the learning environment and community.

Curriculum & Community

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

Buildings and Premises

Boiler replacement currently underway – will be in place for autumn term. PTA raised funds and installed an outdoor play structure for KS1 and then KS2 pupils. Work is currently underway with pupils to improve outdoor facilities for the future. PTA have agreed to raise funds towards this (an all-weather running track).

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.
Next Steps: - Carefully track 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. - Complete skills audit of all staff in terms of subject knowledge of teaching phonics and early reading. - Plan ELS training for identified staff. - Plan autumn term monitoring of phonics and early reading teaching across all year groups.
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.
- Subject leader network meetings with other LA schools provided time to discuss best practice in assessment and checking pupils have retained content taught. Next Steps: - Plan further, regular subject leader network meetings to share best practice and support subject knowledge. - Subscribe 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. - 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 2023-24

TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Autumn 1 2023	approach Embed 'The Write Stuff' CORE SUBJECTS: to continue to deliver excellent learning opportunities that result in high standards of attainment. Embed 'The Write Stuff' approach to writing across the school. Continue to use Recovery Premium to provide interventions for identified pupils. SIAMS: Provide CPD for staff, Governors and parents on new SIAMS inspection framework. BEHAVIOUR: To explore a consistent whole-school approach to managing behaviours. INTERNET SAFETY: To ensure pupils know how to keep themselves safe on-line. PHYSICAL & MENTAL HEALTH: To focus on pupil and staff wellbeing. To improve sport & PE provision. LIFE SKILLS: To continue to provide opportunities for pupils to develop their life skills, including mindfulness. DIVERSITY: To continue to plan opportunities and activities that provide exposure to diversity for all our pupils. OUTDOOR LEARNING: To further develop outdoor learning opportunities to deliver a creative curriculum. 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.	Assessment of Foundation Subjects To ensure all teachers are confident with a variety of strategies for low stakes assessments of foundation subjects Y1 – Y6. Impact will show teaching of foundation subjects is reflective of pupil need and prior attainment. Essential knowledge is assessed regularly and consistently. Pupils know what they have to do to improve.
Term 2 Autumn 2 2023		The Holy Trinity Way – Teaching and Learning Pedagogy To ensure consistency and secure pedagogical understanding of how we ensure successful Teaching and Learning at Holy Trinity. Provide staff CPD: 'Walkthrus'. Impact will show pupils' behaviour for learning and attainment are positively impacted by the consistent approach all teachers apply to Teaching and Learning at Holy Trinity.
Term 3 Spring 1 2024		Mathematics: To ensure consistency and coverage in Mathematics curriculum and pupil assessment. Provide CPD for staff. Impact will show pupils' knowledge and understanding in Mathematics is progressive and provides opportunities for deep thinking & learning. Assessment is robust and consistent.
Term 4 Spring 2 2024		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 5 Summer 1 2024		Writing: To further develop The Write Stuff approach to the teaching of writing. Ensure pupils have opportunities to apply skills taught in TWS lessons across the curriculum in extended pieces of independent writing. To ensure pupils have met identified 'Writing Essentials' for their age and timely intervention is in place if gaps are identified. Impact will show pupils are achieving ARE and planned interventions are effective.
Term 6 Summer 2 2024		Review The Holy Trinity Way – Teaching and Learning Pedagogy: To evaluate our 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'.

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		
• Transition for current EYFS into Y1 plans in place. • Transition for new EYFS Sept 2024 cohort in motion. Including home visits, visits to school and parent information evening. • EYFS GLD 2023-24: 76% (19/25 pupils met the expected level in all of the following areas: English, maths, communication language and literacy, physical development and PSHE)	• Well-planned transitions have provided reassurance to parents and pupils aiming for a settled start in September. • EYFSP has been shared with Y1 Team to ensure continuation and progression making provision for gaps. • High focus on reading and encouraging reading including parents in the process.	• Settle the new Reception cohort in September. • Inform new reception parents about the ELS phonics/reading programme. • Ensure staffing in EYFS are fully trained in ELS and other required areas. • Add the new White Rose maths planning to documents. • Review PE in EYFS curriculum plans. • Plan for staffing in EYFS and training for phonics.
Writing		
• Utilising identified Walkthrus to ensure consistent pedagogical strategies being employed across the school. • Continuing to embed TWS ensuring good subject knowledge of all teachers. • Latest data harvest used to provide information for discussion around barriers and interventions to support identified pupils in handover to next teacher. • Y2, Y3 and Y4 have been in receipt of additional tutoring sessions for pupils identified. Y3- 3 sessions per week. Y4 - one session per week. Y2 – one session per week. • English subject leader meeting other English subject leaders across the LA has provided insight into assessment and practice at other schools. • Impact of tutoring analysed through pupils' results. • Internal and external writing moderation has taken place to ensure teacher assessment judgements are accurate.	• Writing is a main development focus throughout the school and remains high profile. • English Leader has a good grasp on standards and provision in the subject. • Lesson monitoring evidences high standards of teaching in writing and being applied across curriculum areas. • Identified gaps in learning being actioned via tutoring.	• TWS demo videos on website for parents and pupils to access. • Continue to monitor provision and standards across writing throughout the curriculum.

Phonics and Reading		
• Purchased resources from ELS for Y2 phonics and spellings. • CPD for staff to deliver Y2 ELS. • Continuing to provide ELS intervention for pupils in Y3 2023-24 that continue to require support. • Y6 Librarians assisting with library slots for younger pupils. • Each class has timetabled library slot to use the library for reading for pleasure or curriculum support. • Y2 to Y6 new reading comprehension resources being used. • Providing additional tutoring support for identified pupils in Y3 requiring support. • Reading for pleasure mentioned in Ofsted as a strength of the school.	• Attainment in phonics is high and well above national average. • Impact of new phonics scheme can be seen in EYFS and Y1 data. • Identified pupils are showing progress in phonics. • More TAs are confident in delivery of ELS due to in-house and online training. • Teachers able to deliver targeted guided reading sessions for comprehension using new resources.	• Seek additional funding (Lottery grant) to refresh library books with a focus on diversity. • Monitor impact of new reading comprehension resources. • Provide further training in ELS for TAs in EYFS and KS1. • EYFS Parents meeting on ELS and Early Reading including their responsibilities and input expectations. • Continue to provide ELS intervention for pupils in Y4 2024-25 that continue to require support. • Ensure resources for EYFS and KS1 ELS are purchased in a timely manner. • Continue to timetable library
HOLY TRINITY CURRICULUM		
• Holy Trinity Curriculum was highly praised by Ofsted for being 'broad, engaging and ambitious'. • Regular (weekly) planned leadership time for subject leaders to monitor their subject area and they were prepared for Ofsted deep dives. • Parent information evening provided to detail information about Holy Trinity Curriculum. All information on the website. Newsletters signposting parents to this information also. • Continued to explore ways to ensure assessment of foundation subjects is meaningful and manageable. Discussions with other borough schools included. • EYFS included in all curriculum documents. • Knowledge Organisers uploaded to website. • Assessment of foundation subjects is consistent and robust. • Successful Maths Day • All classes have performed their Class Assembly inviting family members in to showcase their curriculum. • Y3 and Y4 have completed 10 weeks of swimming this term	• 'Essential Knowledge' is clear for all subjects in all year groups. • Governors aware of their role in knowing the vision for the curriculum at Holy Trinity. • School Leaders have a shared vision for Holy Trinity Curriculum. They are clear about progression, end points and continuity for their subject across the school. • Pupils are in receipt of a broad and balanced curriculum with a range of opportunities. • Parents aware of curriculum content and how they can support their child.	• Plan content of Governor Curriculum Workshop in autumn term. • Science Day 11th July • RE curriculum revision to include world views units. • Explore Kapow for Music and Geography and financial implications. • Adapt HT curriculum to incorporate Kapow units for Geography and music. • Provide teachers with update music and geography planning.

• 'Come & See' pupils' sharing curriculum with their parents event • Y6 performance at Cordes Hall • Guitar assembly – showcasing guitar club progress to their parents		
CURRICULUM IN ACTION		
Trips, visits and visitors this term: ➢ Local Artist Amanda Padfield provided workshops with every class in order to produce a painting each. These painting were displayed in the Circle Gallery in Sunninghill. (Art) ➢ Road Safety Y5 (PSHE) ➢ Rushall Farm EYFS (Understanding the World) ➢ Parent in Y6 Climate Change (Geography) ➢ Y6 Science Workshop (Science) ➢ 2 x Y6 pupils visited the church tower ➢ Y5 Residential to Leeson House (Geography) ➢ Internet Safety Workshops and Parent information evening (Computing) ➢ Y4 residential at Phasel Woods (PSHE) ➢ Y3 to Marwell Zoo (Science) ➢ Y6 residential to Mill-on-the-Brue (PE and PSHE) ➢ Y3 to St George's (Science lesson) ➢ Y6 Induction Days at Charters ➢ Y2 to Windsor (Geography) ➢ Y1 to Littlehampton Beach (Geography) ➢ Dog Safety visit (all year groups) (PSHE) Local Activities • St George's students supporting learning during weekly visit • Charters' students supporting learning during weekly visit • We won the wheelbarrow entry in Royal Windsor Flower Show! • Choir at the Music Festival • Choir visit to Lynwood • Local author visit for KS2 • School Council to Ascot Races • Grandparents of EYFS invited in for afternoon tea • Y6 performance at Cordes Hall	• Pupils have experienced a variety of enhancements to the curriculum to make the Essential Learning 'sticky'. • All pupils have been included to ensure all benefit. • Staff have sought enrichment trips/visitors in a variety of curriculum areas. • Links with local schools is of benefit to the pupils for both transition purposes and social skills.	• 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 have explicit links to curriculum. Plan financial approach to parental contributions to extra-curricular experiences.

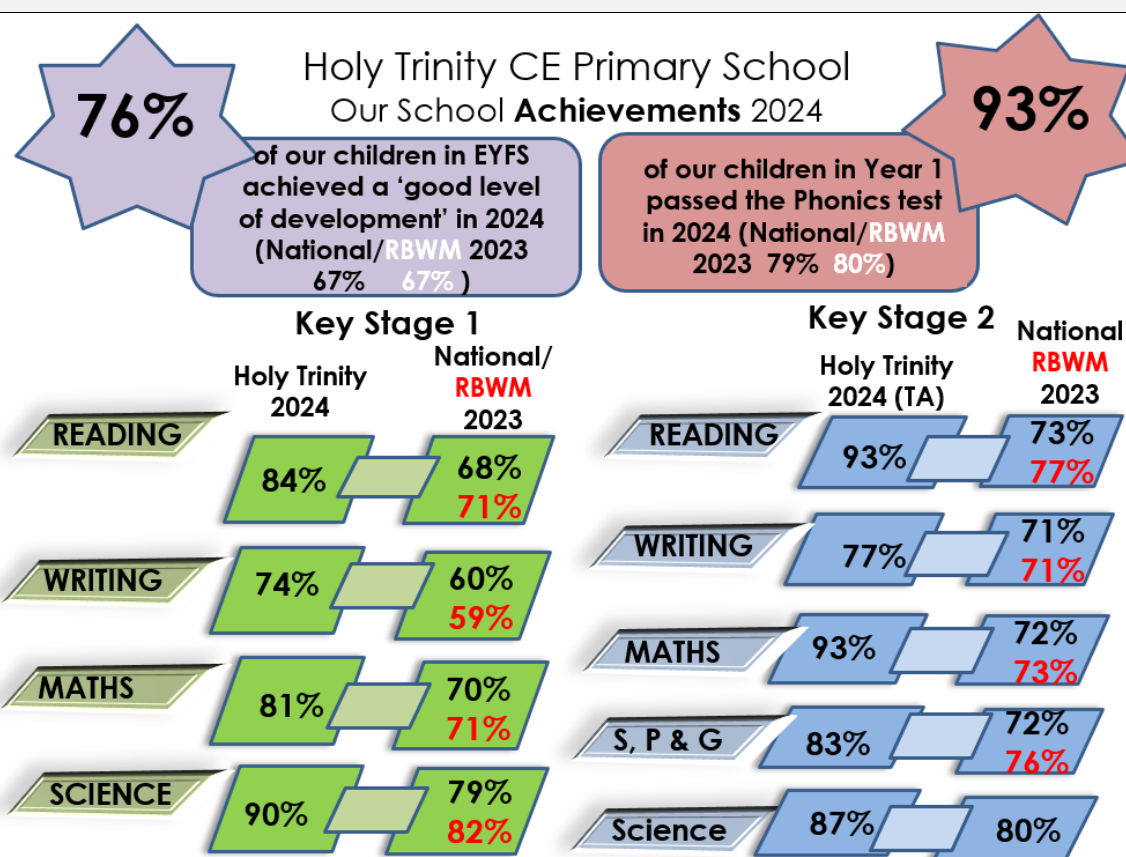
CULTURAL CAPITAL/DEVELOPMENT

- Educational visits and experiences planned to offer opportunities to pupils.
- Continued work with EWO and families for whom absence is a concern.
- Continued to support families financially if in need.
- Continued to expose pupils to other cultures and celebrate differences through curriculum delivery.

- Children and families have had access to school staff to be able to share concerns and continue to offer advice and support.

- Continue to track persistent absentees and plan & implement meaningful support.
- Continue to plan educational visits and trips to provide our pupils with cultural and educational opportunities.

ATTAINMENT



Y4 MTC Trends over time (scoring 20 or above out of 25)

	2020 - 2021	2021 - 2022	2022-2023	2023-2024
	21 68%	20 65%	25 83%	27 90%
Mean score	20	21	19	22

Science data over time

	2019 Science		2022 Science		2023 Science		2024 Science	
	ARE	ARE+	ARE	ARE+	ARE	ARE+	ARE	ARE+
Year 1	90%	23%	46%	7%	93%	33%		
Year 2	86%	38%	87%	33%	68%	13%	90%	29%
Year 3	87%	30%	70%	37%	80%	17%		
Year 4	86%	41%	90%	42%	77%	11%		
Year 5	79%	28%	70%	27%	83%	37%		
Year 6	83%	23%	86%	34%	73%	23%	87%	37%
Y1-6	86%	31%	77%	31%	79%	27%		
National	83%		79%		80%			

- Adapting curriculum and teaching as necessary to continue to plug gaps in learning.
- From end of year data harvest, attainment and progress analysed for identified groups that we are tracking carefully.
- Effective additional tutoring support for identified pupils in Y3 using Recovery Premium 3 x per week.
- Booster classes for identified Y6 pupils for reading, maths and SPAG.
- Assessment of foundation subjects has been a focus for all teachers and subject leaders. Subject leader network meetings have provided opportunity to share good practice.
- Focus on science teaching and learning has had an impact on attainment

- Pupils identified have been in receipt of regular catch-up intervention (additional teaching in small groups.) Specific learning objectives have been identified by teachers and the catch-up teaching is highly focused.
- Pupils' attainment continues to be negatively impacted by school closures (especially writing).
- Pupil Progress Meetings – common barrier that has been identified by teachers is time to conduct planned interventions. Also negatively impacted by staffing absences.
- New assessment (NTS) for Reading and Maths from Y2 to Y6 has provided clarity and consistency in teacher assessments.

- Carefully track 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.
- Ensure current teachers share all aspects of attainment, need etc and handover to next teacher comprehensively.
- Plan intervention support needed and assign support staff accordingly. (No Recovery Premium provided for additional catch-up sessions going forward.)

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

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- All serious behaviour incidents are reported comprehensively on CPOMS – this includes subsequent actions, any communications with parents, risk assessments and advice sought from professionals. Ofsted praised the 'calm and orderly' environment. - Continue to provide meaningful opportunities for pupils to share their concerns about bullying and discriminatory behaviours. 'Pride in Presentation' Recognition for pupils who show positive learning behaviours and take pride in their work	- 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. - Reviewing behaviour policy offered opportunities for all staff to be involved in decision making and developing of the policy. Also gives pupils ownership as they have contributed to it and makes it more memorable to them.	- Pupils that attended the Anti-Bullying Workshop to plan events and raise awareness in school via School Council. - Appointed Anti-Bullying Ambassadors for 2024-25. - Continue to embed Behaviour Policy and ensure expectations are consistent. - Plan activities/awareness for Anti-Bullying Week 11th – 15th November 'Choose Respect' - Be prepared to complete audit for Attachment Aware project.
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ATTENDANCE & PUNCTUALITY

DfE comparisons

With RBWM schools:

Attendance measure	Percentage	Ranking ^①
Overall attendance	96.3%	You are ranked 6 out of 46 schools
Overall absence	3.7%	You are ranked 6 out of 46 schools
Authorised absence	3.0%	You are ranked 9 out of 46 schools
Unauthorised absence	0.6%	You are ranked 5 out of 46 schools
Persistently absent	5.9%	You are ranked 8 out of 46 schools
Severely absent	0.0%	You are ranked 1 out of 46 schools

National comparison:

Your overall attendance:
96.3%

You are in decile 1, the top
0-10% of schools

Decile ^①	Decile description ^①	Number of schools ^①	Lowest in decile ^①	Highest in decile ^①
1	Top 0-10%	1,596	96.1%	100.0%
2	Top 10-20%	1,596	95.7%	96.1%
3	Top 20-30%	1,596	95.3%	95.7%
4	Top 30-40%	1,596	95.0%	95.3%
5	Top 40-50%	1,596	94.7%	95.0%
6	Bottom 40-50%	1,596	94.4%	94.7%
7	Bottom 30-40%	1,595	94.0%	94.4%
8	Bottom 20-30%	1,595	93.5%	94.0%
9	Bottom 10-20%	1,595	92.7%	93.5%
10	Bottom 0-10%	1,595	0.0%	92.7%



**FFT National
Attendance Award
2023/24**

- Attendance since 01/09/23: 96.3% - Requests for term-time absence this academic year: 34 requests (not total of days, not including medical appointments)	- 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	- 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.
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15 authorised (not yet CSA, school visits, funerals, entrance exams, music exams, sporting event) 19 unauthorised requests (holidays). The total number of schools day lost to family holidays so far this year: 90 days - Attendance Lead tracking attendance half-termly and contacting parents via letter/phone/in person as necessary. - Letters of concern around attendance sent to parents from Headteacher. - Attendance meetings with families of high concern. - 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.	positive impact on their attendance going forward. Working alongside the LA to seek ways to support and improve attendance has been useful.	- Engage with the LA on the ERSA programme (Emotionally Related School Avoidance) with a view to supporting identified pupils. - 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. - Implement new FPN legislation. - Plan for any further intervention needed for identified pupils through 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		
- Pupil Wellbeing Ambassadors creating display to signpost pupils if they have a worry. - School values and vision discussed through CW and on-going. Courageous advocates recognised for 'doing good'. - Opportunities for pupils to engage and compete with cluster schools in areas other than sport. - Pupils leading CW. - Provision of and take up of extra-curricular clubs has increased.	- 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 were still discussed and explored through virtual Collective Worship promoting pupils' character development and understanding. - Pupils are exposed to discussions about tolerance and respect often. They have the chance to see others' views and show respect.	- Elect/select pupil leadership roles across the school to provide opportunities for pupils to use personal skills and share ideas about how to shape/grow the role. - Continue to publicly recognise, encourage and celebrate pupils' 'Living the Vision' and showing courageous advocacy. - Trips, visits and visitors planned to enhance Holy Trinity Curriculum and provide cultural experiences for our pupils.

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• ELSA (pastoral support) provided supplemented by No 22 Counselling and another staff member qualified in ELSA. ELSA provision increased. • Digital Leaders leading a weekly Computing Club. • Choir to Lynwood House (Care Home). • ELSA with Anti-Bullying Ambassadors for Wellbeing Training day. • Y1 pupil came 2nd in Ascot Art competition • Inclusion – pupils leading teaching rest of school Makaton Signs. They are the Makaton Masters! • Internet Safety workshops for pupils, staff and parents. • Clubs other than sports clubs offered this term: ➢ Cookery ➢ Lego ➢ French ➢ Spanish ➢ Chess ➢ Art ➢ Homework ➢ KS1 Arts and Crafts ➢ KS2 Art ➢ Choir ➢ Guitar ➢ Ukelele ➢ knitting	• 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.	
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PHYSICAL HEALTH

• Engaged in Inter-Sport competitions and festivals with the local cluster: ➢ Y3/4 Boys football @ LVS ➢ Y5/6 Boys football tournament with the cluster @ Ascot Utd ➢ Y5/6 netball tournament @ Charters ➢ Y5/6 cricket tournament @ St. George's ➢ Y5 Rounders competition @ Charters ➢ KS2 Inter-house athletics (Quad Kids) ➢ KS2 inter-house rounders competition ➢ KS1 inter-house multi skills event run by House Captains	• 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.	• PTA raising funds for all-weather running track around the field. Date to be arranged for installation. • Physical health elements of new RHSE curriculum to be secure. • Continue to promote the Daily Mile and the possible future all-weather track.
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➤ Y5/6 Athletics competition @ Charters • Sports Clubs offered this term: ➤ Skateboarding ➤ Basketball ➤ Football ➤ Zumba ➤ Martial Arts ➤ Dodgeball ➤ Playball ➤ Gymnastics ➤ Fencing ➤ Netball		
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MENTAL HEALTH

• Additional member of staff trained to provide ELSA. • No 22 Counselling continuing to continue to be funded by school and provided for identified pupils.	• Staff are aware of the Staff Wellbeing Policy and how to seek support if needed (two staff members have accessed support when signposted to it and have found this support helpful). • Nurture Groups provide support to pupils with friendship/social interaction difficulties in a safe way.	• Attachment Aware Award 3-year project to commence. • Continue to signpost staff and support staff to professional support should they require it. • Provide support for parents of children with SEMH and signpost to further advice/support.
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CHRISTIAN DISTINCTIVENESS and VISION

• 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. • Pupils leading Collective Worship. • Easter and Leavers' Services at Church. • SIAMS Leader commenced work on our website here • Diocesan Advisor (Marion Standing) visit to monitor impact of the vision with stakeholders.	• Continuing Collective Worship following our values and planned Bible focus' has ensured our Christian distinctiveness is still celebrated. • Pupils involved in planning, leading and evaluating Collective Worship has encouraged leadership skills and engagement. • SIAMS Lead is confident in subject knowledge to disseminate training and support staff. • A sense of community has been fostered by Reverend Jon continuing to be involved in Collective Worship. • Pupils and staff felt able to somehow contribute towards helping those in more need than ourselves.	• Governor seminar in autumn term to revisit and refine our vision. • RE Leader working with pupils to develop Prayer Spaces around school inside and out. • Familiarise ourselves with the recently published 'Guidance for Collective Worship' document to ensure we are at least compliant. • RE Leader and SIAMS Governor lead SIAMS training for staff and Governors. • SIAMS leader to continue to ensure our website is fully reflective of our practice. • Space Makers training for SIAMS Leader - visit practicing school. • Explore global links.
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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		

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• Successful Ofsted visit! • Staffing re-structure process supported by HR. • Financial audit undertaken focusing on cost to school of extracurricular provision. Plan going forward. • Continued to seek and provide high-quality CPD for subject leaders. • Walkthrus – 3 year project focusing on The Holy Trinity Way (Consistent pedagogy in teaching and learning). • Teachers' Pupil Progress Meetings undertaken to discuss barriers and interventions for pupils. • Ongoing development of subject leaders to ensure every subject is well-led and managed. • Safeguarding is well managed and DSLs are all able to respond to needs as they arise. • Review and coaching of teaching techniques identified as part of CPD.	• Behaviour Policy is known and The Holy Trinity Rules are consistently known and applied. • Staff supported and developed in their roles (see CPD record). • School Leaders accessible to all staff for support. • Curriculum at Holy Trinity is well planned and sequenced and leadership roles are distributed. • Performance Appraisal ensures focus for all on SDP foci and personal development. • SEF provides leaders and Governors with clear picture of how Holy Trinity is currently performing. • Teaching strategies are becoming more consistent through WalkThrus CPD enabling teachers and TAs to further build strategies and techniques to address identified needs. Team coaching provides collaborative development.	• Plan staffing structure for September – support for pupils across the school. • Subject Leaders to create HUGG (action plan) for 2024-25 to feed into SDP. • Heads Team use data to create SDP. Include Teaching and Learning pedagogy techniques. • Plan Attachment Aware project using audit and soft data. • Subject Leaders continuing to utilise Subject Leader Audit to guide their ongoing leadership work. • All staff to continue to access the National College for CPD appropriate to their role. • 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. • Continued to seek and provide high-quality CPD for subject leaders.
<u>Governance</u> • Successful Ofsted! • Support for Leadership Team through the re-structure and deficit situation. • Support for Leadership team in various challenging issues. • Clear succession planning in place. • Continued to plan Governor visits linked to SDP and actions from previous visits. • Continued to attend training. • Exploring the options of academisation. • On-going Governor Visits linked to SDP.	<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. • 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.	<u>Governance</u> • Continue to explore the options of academisation. • Governors' visits to link to SDP. • Succession planning for Governor roles.
FINANCE		
• Deficit budget predicted. Various documents submitted in regard to applying for a licensed deficit. • Financial audit (SMRA) arranged for independent analysis and advice.	• Recovery Premium (Catch-up funding) being used well to benefit identified pupils that have been disadvantaged due to school closure. • Budget reflects reduction in pupil numbers and plans for it accordingly.	• Decarbonisation working party to agree actions – additional grant of £15,956 to be used for this purpose (window repair/replacement). Liaise with Diocese. • Explore financial implications of becoming an academy.

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- Staffing re-structure with HR advice – process followed and 3 support staff volunteered redundancy. 3-year budget submitted to LA. - Appropriate spending of Recovery Premium 2022-23 (approx. £2K). - Boiler repair underway. - Rolling programme of capital spend (refurbishment work) compiled and ongoing. - Quotes for running track for PTA.	- Classroom technology fit for purpose. - Building is a fit for purpose, inviting and safe.	- 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 communicate plan with parents re funding of extra-curricular activities going forward. - F&R to closely monitor budget. - Suggested activities from financial audit to be considered.
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SAFEGUARDING

(See also Annual Safeguarding Report to Governors)

- Ofsted judge safeguarding as effective. Robust systems and timely intervention is a strength. - Governors visit to monitor use of SCR, filtering and monitoring and advise. - DSLs have continued to work closely with social care to support families in need. - Low Level Concerns reporting procedure in place. - DSLs attended RBWM network training and DfE webinars. - Filtering and Monitoring risk assessment and annual review introduced. - Filtering and Monitoring Governors appointed (Rev Jon Hutchinson and Dolapo Ogunbawo). - Ensured posters/display are in school to support pupils in how they can report a concern.	- 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 acted on appropriately in a timely manner.	- Receive half termly monitoring of online activity report – include in new managed service contract. - Ensure all staff sign revised Acceptable Use Policy and are clear on responsibilities regarding monitoring. - Annual Safeguarding Audit to LA to be submitted. - Induct new Y2 teacher. - KCSIE 24 changes to be communicated with staff. - Annual safeguarding basic training for all staff and governors. - Safer recruitment training to be renewed for DSLs. - Ensure all DBS for staff are within 5 years. Renew on rolling basis. - Ensure all safeguarding documents are passed on to new schools securely. - New Acceptable Use policy to be signed by all staff and Governors. - Annual review of Safeguarding and Child Protection Policy.
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STAFF

3 support staff have requested voluntary redundancy.	We retain high quality teaching staff across the school.	Ensure staffing structure and responsibility for September 2024 are in place and in line with budget.
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- Continued to provide CDP (internal and external) for subject leaders. - Teacher's Performance Appraisal reviews taken place.	- Performance Appraisal for teachers (including wellbeing) focusing on SDP priorities. - CDP has been focused on SDP and identified development from Performance Appraisal meetings.	- INSET in September to involve whole staff team. - Continue to promote National College online as source of quality CPD.
STAFF WELLBEING		
- No concerns raised by staff during Ofsted visit. - Staff wellbeing has been adversely impacted by the need for redundancies. - Staff Wellbeing Policy reviewed and shared with staff. - Ensured pupil workbooks were ordered in plenty of time before the end of the year so that they could be labelled and ready to go in September (raised on staff survey). - Ensured subject leader time is planned weekly and goes ahead despite any staffing absences.	- Staff know how to access support if needed. - Performance Appraisal discussions are an opportunity for staff to share any concerns about wellbeing. Mental First Aiders on staff team to support if need identified too. - Teacher workload survey has provided an opportunity for teachers to highlight any issues – feel their wellbeing is important to leaders. And changes made as a result.	- SMHL to follow on actions resulting from staff mental health survey. - Continue to look for ways to reduce workload and more efficient practices. - Organise staff social events. - Ensure new staff have an induction buddy to support them in their new role.

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?
• Continuation of 'Walkthru' Training through coaching of my Squad in embedding the Holy Trinity Pedagogy Way. • SIAMS focus: Visit from Marion Standing (Diocesan Advisor) to find out how effectively a shared understanding of a distinctive Christian vision has been established and how this enables both pupils and adults to flourish • Successful Art project and celebration in our community at the Circle Gallery. • Diocesan Scheme of Work Writing Group – completed UKS2 scheme of work. • Meeting with RE Governor and discussed proposed new scheme of a more balanced RE curriculum with RE Governor and Rev Jon. • Organised Summer Performance at Lynwood House – children from the choir to sing the repertoire of songs for the Hexagon Theatre in June 2024. • Organised Christmas Carols 2024 at Lynwood House. • Spiritual Leaders role developed: Spiritual leaders led CW to whole school and introduced stilling jars as a means of stopping, thinking and developing spirituality. • Charitable Links for global – Shirin Ahmed has shared a charity in India. • Living the Vision board updated in the hall. Celebrating a year of our community 'doing Good and being Happy.' • Performance Appraisal of Teachers completed. • Continue to support families experiencing difficulties through DSL role. • Attended Governor Meetings.	• Last training was based on coaching conversations and developed techniques to triangulate what to say based on what you saw. • Art profile raised within Holy Trinity and in the community. Lovely project between local artist, gallery and raising the profile of Art as part of STEAM and its importance. • Diocesan advisor met with 8 parents, 9 pupils, 6 Governors and 5 members of staff (TAs, Teachers, Office). See separate minutes. • Involvement in the Scheme of Work Writing party has enabled a deeper insight into the worldview approach and increased network opportunities with lots of knowledgeable people. • New balanced RE scheme of work for next academic year to include a unit across each year group to encourage child's own thinking about their beliefs. • Our Church School tab on the website to increase the profile and provide easy access for external observers to see our Holy Trinity way. • Spiritual Leaders - Stones to be used as part of stilling – to hold them and take time to think, reflect and pray. Welcome into CW by our Spiritual Leaders – making our gathering more focused. • Improving community links with Lynwood Care Home as part of our living our vision. • Global charitable presence in India – linked to a member of our community. • A celebration of our community, "doing Good and being Happy" and inspiring others to live our vision. • Staff feel well supported and valued and know that Leadership team take their wellbeing seriously.	• Continue 'Walkthru' coaching of my squad to embed the Holy Trinity Pedagogy Way. • Art project with Amanda Padfield (December 2024) to be explored. • SIAMS SEF to be completed over the 2023_2024 with all stakeholders' voice. • Actions from Diocesan Advisor visit. September 2024 – Governor meeting to discuss vision and spirituality. This will make monitoring the impact of the vision more straightforward. • Develop a shared understanding of what spirituality is at Holy Trinity so that everyone has a shared language to speak about this impact of their lives. • SIAMS website upgrade for more notable presence online – continue with IQ statements. • Charity – global. To review opportunity in India. • RE policy to be ratified at FGB July 2024 • Continue to celebrate and display children's learning in RE. • Spiritual Leaders to continue to give opportunities to lead CW .

Stacey Harding • School Council • PTA link • TA Lead • English Lead • P.E. and School Sports Lead • Student Placements • Performance Appraisal • DDSL • Behaviour & Safety • Feedback and Marking • Assessment • Data tracking and Analysis		
Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
• Film Night organised. • Meetings attended. – preparation for summer fair	• Community feel to events – school community. • Money raised will be spent on projects and resources needed decided upon by school staff.	• Continue to attend meetings and liaise with PTA on future fundraising events and projects. • Mile a Day track project to go ahead – funds confirmed.
• TA meetings • Individual conversations with TAs about concerns / staffing etc. Support given.	• TAs updated on relevant information including safeguarding and Walk-thrus. • TA given opportunity to voice ideas/ concerns. • Individual conversations allow confidential matters to be discussed • This has been incredibly important in light of the redundancy process.	• Continue to maintain and further build positive relationships, making sure all staff feel valued and ensuring high staff morale. • Look at way in September to gel the team following the redundancies.
• Spring data input and analysed. • I have trialled online tool for the NTS assessments for reading papers.	• Analysis allows groups to be identified for intervention. • Analysis allows for trends to be identified and targets set. • Assessment for learning - online tool allows identification of standardised score, age-standardised score and reading age. This will show small amounts of progress for SEN children.	• Consider the usefulness of EYFS data on the same sheet as KS1 and KS2 data. • Decide on what is manageable for staff with regards to using the online tool following NTS assessments.
• Eco-committee meetings held. • Liaised with parent about gardening club / allotment. • Additional pupils access gardening club on Wednesday lunchtimes – 5 extra on rota basis from different year groups.	• Pupils more aware of environment around them / sustainability ideas – growing their own food. • Stakeholder – parent / school links • More children accessing the allotment.	• Look at safe and manageable ways to increase the number of pupils with access to the allotment through gardening clubs and curriculum lessons with understanding of reduced staff numbers in September.
• School Council meetings • School Council ideas about playground balls, putting equipment away etc. • School Council trip to Ascot.	• Pupils have a voice in decision-making, learn about democracy and practise speaking and listening skills. • Confidence / independence. • Balls were allocated per year group. • Children to have access to more equipment at break and lunchtimes – increase in physical activity. • Looking after equipment should mean less money needing to be spent on replacements.	

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• Run netball club (spring) • Run athletics club (summer) • Years 3 & 4 LVS boys football tournament • Years 5 & 6 boys football at Ascot • Years 5 & 6 netball at Charters • Years 5 & 6 cricket workshop at St. George's • Sports Days • Years 5 & 6 Rounders at Charters • Sporting Challenge running at lunchtimes led by house captains • Years 4 & 6 house benchball competition	• Clubs well-attended with waiting list • Some boys attending netball club. • Athletics club – boys and girls. • Gives pupils experience of competitive sport against other schools. • Forming and maintaining relationships with staff at other schools – useful contacts. • Pupils receive certificates in CW and celebrated by the whole school. • Matches/ tournaments reported on weekly newsletter. • Gives year 6 pupils leadership practice ahead of joining secondary school where they may choose to follow sport leadership pathways. • Builds relationships between younger and older pupils. • All the above help raise profile of competitive sport within school, encouraging healthy lifestyles – physical and mental.	• Consider charging for netball and athletics clubs from September whilst ensuring they're cheaper option for families. • 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. • Years 5 & 6 Athletics competition at Charters • KS2 house Rounders competition in summer term. • KS2 Quadkids (athletics) competition in summer term. • Y5 Sports Day at St. George's • School Games Mark application – summer term. • Do we purchase SOW to support less confident staff teach P.E.?
• Writing moderation TDM ahead of spring data collection • Cluster writing moderation ahead of summer data collection • World Book Day • Author Philip Kavvadias – KS2 talk	• Moderation of judgements • Professional discussion / sharing of good practice and support for teachers who have moved year groups • Consistency of judgements • Continue to keep reading profile high in school. • Ofsted inspector quote <i>'pupils are enthusiastic readers. The school promotes a strong culture of reading for pleasure.'</i>	• Monitoring of books • Pupils voice – questionnaires – focus on TWS units – which do they like / not like? • Consider reducing TWS units in KS2 to 5 per year (years 3 -5) to allow for more independent writing. • Monitor independent writing being done through TWS units.
• Library continues to be in use.	• Reading for pleasure • Relationship between older and younger pupils • Ofsted inspector quote <i>'Pupils have easy access to a rich and diverse range of books in their classrooms, around the school and their library. They look forward to choosing books that spark their interests and stimulate their imagination.'</i>	• Continue to improve the library space – make it more inviting. • Look at staffing for lunchtime library club in September due to reduced staffing – a parent volunteer perhaps? • KS1 and EYFS may need to add library slot to timetables.
• Pupils identified for catch-up funding support across years 2, 3 & 4 for summer term.	• Impact will be shown through data analysis. • Confidence in pupils' abilities and evidenced in class sessions.	• Monitor impact of this intervention. • Complete end of year statement for tutoring spend.
• AHT network meetings attended.	• Relationships built with other AHT/ DHT across the Borough. • Discussion of initiatives at different schools. • Sharing of good practice. • Professional dialogue.	• Continue to attend network meetings if and when possible.
• Completed teacher appraisals	• Professional dialogue • Targets linked to SDP.	• These will continue next year
• DDSL work as and when – access CPOMS.	• Keeping children happy and safe.	• This will continue next year.

SEND Report

SEND & INCLUSION – July 2024

(See also SEND Annual Report to Governors November 2023)

Implementation: What have we achieved since the last report?	Impact: How has this made improvement?	Intention: What are our next steps?
We have continued to consider the need for staff training throughout the year; for example, ELSA training in KS1 and Autism training for a member of KS2 staff.	It is important that specific staff working with pupils with identified needs have the training and skills they need to do the role properly.	This is an ongoing task to ensure that needs of individual and groups of pupils can be appropriately supported in school. Going forward, we will be looking for staff to complete Makaton training to support a pupil with limited speech in school.
Our link Educational Psychologist has delivered training on 'Emotion Coaching' to all staff to help support emotional regulation for pupils across the school.	Staff – both class teachers and TAs can help pupils recognise and understand their feelings and then regulate themselves so that they learn to manage behaviours in school and the wider environment better.	Remind all staff to adopt an emotion coaching approach when supporting children with any emotional difficulties; this needs to be practised until it becomes automatic.
The Behaviour Policy has been updated and now includes information on the Zones of Regulation which has been taught across the school.	Like the emotion coaching approach to supporting pupils, the Zones of Regulation helps pupils to think about strategies they can use when frustrated, angry, sad etc so that they can manage behaviours accordingly. Pupils who can utilise strategies effectively will be in a better place to learn.	Zones of Regulation as a tool to manage and adjust behaviours will continue to be taught to pupils and referred to throughout everyday interactions where appropriate. Class teachers and support staff will be regularly reminded to discuss the approach with pupils.
Holy Trinity is currently taking part in a pilot study with Whole Education SEND to identify areas for improvement in SEND provision.	The programme initially involved self-evaluation of strengths and areas for development within SEND at Holy Trinity; work then followed as part of a quad with other SENCos to create a plan for delivering improvements across the school.	In the Autumn Term the plan will be put into place with specific actions around TA deployment and best practice and also to ensure that Quality First Teaching is delivered by class teachers to all pupils regardless of needs.
Information on SEND across the school had been gathered with a view to applying for the RBWM's 'Inclusion Mark'.	Regularly updating SEND data is important to ensure we are prioritising and allocating support where needed. The Inclusion Mark programme was halted by RBWM earlier in the year but we will be in a position to apply when it restarts.	Possible accreditation through the Inclusion Mark programme when this resumes later in the year / next academic year.
We continue to promote inclusion within the school through roles such as 'Makaton Masters' and Eco Warriors.	This is important to ensure that we uphold values of inclusion for all pupils and give opportunities for holding posts of responsibility.	Continue to ensure that Makaton Masters deliver new vocabulary to the school through assemblies to promote use of Makaton in the school.

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We have re-deployed support staff to where they are most needed (for example, ELKLAN trained TAs to deliver speech and language sessions). We have asked some TAs to lead with interventions such as sensory circuits and be responsible for ensuring relevant equipment is available.	Pupils with the highest needs are supported by the most appropriate staff to ensure maximum progress.	An ongoing process of matching staff skills to pupil needs will continue following the staffing restructure for 2024-25.
The school's SEND page on the website has been updated to provide information on issues such as ADHD, ASC, mental health and wellbeing; signposting is provided for events such as webinars and courses that parents can then access.	There is a wealth of information online to support parents but it can be difficult to know where to start. The links on the school website are those we feel are the most useful and have professional backing so parents can trust the information on them. Parental knowledge helps with supporting children and workshops can be invaluable.	Continue to provide relevant information online and direct parents to it as appropriate. Share resources to help parents in supporting their child's learning to maximise opportunities for progress,
Meetings between the class teachers and SENCo ensures pupils with needs are identified and interventions timetabled / referrals made accordingly.	The earlier intervention occurs, the better the chance of reducing gaps between a child's attainment and that of their peers. These meetings enable sharing of ideas to support pupils which is more effective than considering interventions alone.	Going forward, the intention is for class teacher and SENCO meetings to be scheduled twice a year to ensure that pupils are receiving the appropriate support.
Ongoing liaison with external professionals and other RBWM SENCos, and attendance at training events remains essential.	Effective relationships with other professionals allows for sharing of best practice and opportunities to seek advice on specific concerns. This means that appropriate steps are taken at the earliest opportunity to support pupils' progress.	This is an ongoing part of the SENCo role.
Alternative Provision arranged for one high-needs pupil at a forest school – 'Evergreen' for one day a week, using EHCP funding.	This was deemed necessary to help support mental health and promote development of social and emotional skills. We now have a good understanding of the risk assessment and procurement process for Alternative Provision (AP) to support the needs of pupils.	This pupil will be moving on from Holy Trinity School but we are awaiting RBWM's PEAR (Pupils Educationally At Risk) panel decisions with respect to two other pupils who may benefit from AP; the PEAR panel can approve up to 50% of funding for AP although the school would be responsible for the remaining costs which could be prohibitive.
There are now 8 pupils who are on a CAMHS waiting list for ASD assessment and 9 pupils waiting for an ADHD assessment. This year 2 pupils have received a diagnosis of ASD and a further 2 pupils have a new diagnosis of ADHD.	A diagnosis, if appropriate, is important to ensure that we offer the best support to pupils. Diagnosis often leads to additional support (eg. Shine Team for ASD) which is not available without diagnosis. Understanding pupil needs is particularly important around transition periods such as moving to secondary schools.	We continue to think carefully about timings of referrals and support parents in this area. This ensures that the right interventions and approaches are used for individual pupils. In view of the long waiting lists, earlier referrals are important. Some parents choose to fund assessments privately and we then work with different psychologists and psychiatrists to ensure they have the correct information.
Time is being allocated for learning walks and observations of SEND pupils in the classroom setting and / or monitoring interventions.	This is important to ensure that there is evidence of scaffolding / adaptation of curriculum and resources to support those with SEND, particularly EHCP pupils who should legally be receiving what is set out in the plan.	Time must be given for these observations to ensure that pupils are being supported appropriately.

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2 EHCP Needs Assessments have been submitted this year; one to Bracknell Forest Council and one to RBWM. Bracknell Forest has agreed to assess but we are awaiting a decision from RBWM.	Additional funding ensures that we can support the highest needs pupils as effectively as possible.	Continue to apply for EHCP Needs Assessments as considered appropriate to ensure pupils are adequately supported and that the school receives appropriate funding.
Subscription to the Number 22 Counselling service was extended for the academic year 2023-24.	11 pupils with identified needs have accessed counselling sessions in the last 2 academic years. These sessions enable pupils to share concerns in a confidential space so that they can make progress emotionally.	We will not be renewing the contract with Number 22 counselling as we do not currently have the funding capacity or a significant number of pupils who would benefit from the service. We will still be able to refer pupils into the service on a case-by-case basis however; this would not need to be paid for by the school.
Nurturing group sessions have been delivered in KS1 and KS2 by our ELSAs to support pupils with social and emotional difficulties.	Provision of nurturing sessions around anxiety and friendship help to ensure pupils make progress emotionally and socially. They are also important during transition periods (eg. to secondary school).	Ongoing group support as well as individual support should continue to be given where it is needed.

Statistical Data

Number on roll - 208

Below is a chart showing the number of pupils for week ending – 28/06/2024

Year Group	Number on roll	Boys	Girls
Reception	25	15	10
Year 1	30	14	16
Year 2	31	14	17
Year 3	32	17	15
Year 4	30	13	17
Year 5	30	17	13
Year 6	30	18	12
TOTAL	208	106	102

First Language

Albanian	Bengali	Chinese	English	Polish	Refused	Polish				
1	2	1	202	1	1	1				

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(0.48%)	(0.96%)	(0.48%)	(97.1%)	(0.48%)	(0.48%)	(0.48%)				
Ethnicity										
Bangladeshi	Black & any other Ethnic Group	Chinese + Any Other Ethnic Group	Filipino	Indian	Other Asian	Other Ethnic Group	Other Mixed Background	Other Pakistani		
2 (0.96%)	1 (0.48%)	1 (0.48%)	1 (0.48%)	15 (7.2%)	1 (0.48%)	1 (0.48%)	5 (2.4%)	2 (0.96%)		
Other White British	Sri Lankan Sinhalese	White British	White English	White Irish	White & Any Other Asian Background	White and any other Ethnic Group	White & Asian			
7 (3.4%)	1 (0.48%)	6 (2.9%)	131 (63.3%)	3 (1.4%)	5 (2.4%)	5 (2.4%)	1 (0.48%)			
White & Black African	White & Black Caribbean	White & Chinese	White & Indian	White Eastern European	White European	White Other	White Western European			
1 (0.48%)	2 (0.96%)	3 (1.4%)	3 (1.4%)	1 (0.48%)	4 (1.9%)	1 (0.48%)	5 (2.4%)			
Religion										
Anglican/ Church of England	Buddhist	Christian	Hindu	Methodist	Muslim	No Religion	Other Religion			
59 (28.5%)	1 (0.48%)	38 (18.4%)	8 (3.85%)	1 (0.48%)	8 (3.9%)	54 (26%)	2 (0.96%)			
Refused	Roman Catholic	Sikh								
8 (3.9%)	19 (9.2%)	10 (4.8%)								
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 2024	26	3	Summer 2024	16		0	16			

Attendance

Attendance		Target 2023-24: 97%	
Whole School End of Year	Pupil Attendance %	Pupil Attendance % 01/09/23 – 28/06/2024	
		Class	
Sept 2012 – July 2013	95.7%	EYFS	96.3%
Sept 2013 – July 2014	96.6%	Year 1	96.2%
Sept 2014– July 2015	96.8%	Year 2	97.3%
Sept 2015 – July 2016	97.1%	Year 3	96.7%
Sept 2016 – July 2017	96.9%	Year 4	95.3%
Sept 2017– July 2018	96.6%	Year 5	96.3%
Sept 2018 – July 2019	96.5%	Year 6	97%
Sept 2019 – July 2020	95.3%	TOTAL (Whole School)	96.43%
Sept 2020 – July 2021	96.7%		
Sept 2021 – July 2022	94.09%		
Sept 2022 – July 2023	96%		

Staff CPD training

Autumn Term 2023			
Date	Staff	Course/training	Lead/provider
04/09/23	All teaching staff	Subject Leader and SDP in house training	Headteacher
11/09/23	Staff	OFSTED updates	Katherine Russell (SEBMAT)
18/09/23	SIAMS Lead	Contemplative Toolkit	Oxford Diocese
19/09/23	RE Lead	RE Central Network	Oxford Diocese
20/09/23	Headteacher	Heads Together	AfC
25/09/23	Headteacher & Assistant Headteacher	WalkThrus	Tom Sherrington via AfC
28/09/23	SENDCO and DT	Designated Teacher Conference	AfC
26/09/23 & 28/09/23 & 04/10/23 & 10/10/23 & 17/10/23 & 19/10/23	1 x TA	ELSA training	AfC (Education Psychology Services)
28/09/23	Admin Officer	Attendance Network Hub	DfE
04/10/23	Headteacher	DSL Web Filtering webinar	LGFL
04/10/23	Headteacher	Pupil Premium Network	AfC
10/10/23	SENDCo	SEMH Network mtg	AfC
11/10/23	Bursar	Bursar Support	RBWM
18/10/23	Headteacher	Heads Together	AfC
30/10/23	All teaching staff	INSET on The Holy Trinity Way – Walkthrus and T&L Pedagogy	Headteacher
31/10/23	Headteacher/DSL	Multi Agency Threshold Guidance	AfC
01/11/23	Assistant Headteacher	Assistant and Deputy Headteacher Network mtg	AfC
November 2023	All Staff	Prevent awareness Refresher	DfE
03/11/23	Headteacher	Education Leadership Forum	AfC
06/11/23	Collective Worship Lead	Collective Worship Network	Oxford Diocese
13/11/23	DSLs	DSL Network	AfC
14/11/23	SENDCo	SEND/EAL Network	AfC
21/11/23	RE Leader	RE Scheme of Work	Oxford Diocese
21/11/23	DSL	Advanced Certificate in Safeguarding for DSL in Primary School	National College
29/11/23	Attendance Lead	Attendance Lead Network	AfC
Spring Term 2024			
09/01/24	SENDCO	Young Carers	AfC
10/01/24	Headteacher	Heads Together	AfC
12/01/24	Headteacher	EYFS Framework 2024	National College
12/01/24	Headteacher	Geography Subject Leadership	National College
17/01/24	SENDCo	Designated Teacher Conference	AfC
17/01/24	Y4 TA	Making sense of Autism	Furze Platt
17/01/24	RE Leader	RE Central Network	ODBE
17/01/24	Assistant Headteacher	Assistant Head Network	AfC
18/01/24	Headteacher	Legionella Awareness	National College
18/01/24	Headteacher	Asbestos Management	National College
23/01/24	Headteacher	Applying Rosenshine's Principles to support Disadvantaged Pupils	National College
24/01/24	Bursar	Legionella Awareness	National College
24/01/24	Bursar	Fire Safety	National College
25/01/24	ELSA	ELSA supervision meeting	AfC
29/01/24	Y6 Teacher	KS2 Assessment	AfC
31/01/24	Y4 TA	Good Autism Practice	Furze Platt
January 2024	All teaching staff	Food Allergy Awareness & Anaphylaxis	National College
January 2024	All teaching staff	Asthma Awareness	National College
06/02/24	Headteacher + Assistant Headteacher	WalkThrus	AfC
08/02/24	RE Leader	RE Scheme of Work	Oxford Diocese
21/02/24	Assistant Headteacher	Assistant Head Network	AfC
February 2024	All Teaching Assistants	Food Allergy Awareness & Anaphylaxis	National College
February 2024	All Teaching Assistants	Asthma Awareness	National College

Holy Trinity CE Primary School

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27/02/24	SENDCO	SEND Conference	AfC
27/02/24	Headteacher	Fire Safety	National College
28/02/24	All subject leaders	Subject leader network meetings	AfC
29/02/24	EYFS Leader	Safe Food Handler Level 2	The Safer Food Group
04/03/24	SIAMS Leader	Collective Worship Network	ODBE
04/03/24	ELSA	ELSA supervision meeting	AfC
20/03/24	RE Leader	Diocesan scheme of work writing	ODBE
21/03/24	SENDCo	WE SEND training	AfC/WE SEND
22/03/24	Headteacher	Education Leadership Forum	AfC
Summer Term 2024			
16/04/24	All teachers	Pedagogy and Cognitive Load Theory	Headteacher
18/04/24	RE Leader	RE Central network	ODBE
23/04/24	Headteacher + Assistant Headteacher	WalkThrus	Tom Sherrington via AfC
23/04/24	SENDCO	DSL Training	AfC
23/04/24	Headteacher	Appeals Training	ODBE
29/04/24	ELSA	Supervision session	AfC
30/04/24	Headteacher	SEND Exclusions and provision	AfC
01/05/24	Headteacher	Heads Together: Governance	AfC
02/05/24	RE Leader	Diocesan scheme of work writing	ODBE
02/05/24	SENDCo	WE SEND training	AfC/WE SEND
02/05/24	ELSA	ELSA supervision	AfC
03/05/24	Headteacher	Education Leadership Forum – OFSTED Roadshow	AfC
08/05/24	Assistant Headteacher	Governance – Deputies Together	AfC
16/05/24	Teaching staff	Assessing Foundation Subjects	Assistant Headteacher
21/05/24	All staff	Emotion Coaching (SEND) with Educational Psychologist	AfC
22/05/24	Headteacher	ODBE Heads Briefing	ODBE
22/05/24	Maths Leader	Maths Leader Network	Nathan Crook (AfC)
04/06/24	Headteacher + Assistant headteacher	WalkThru training	Tom Sherrington (AfC)
04/06/24	Science Leader	Science Network	AfC
05/06/24	All subject leaders	Subject Leader Network Meetings	AfC
06/06/24	All teachers	Cluster writing moderation	Ascot Cluster
10/06/24	SENDCo	WE SEND training	AfC/WE SEND
11/06/24	All staff	Internet Safety	Sharon Girling
12/06/24	Headteacher	Heads Network	AfC
14/06/24	Headteacher	Education Leadership Forum	AfC
17/06/24	DSLs (x4)	DSL Network Meeting	AfC
18/06/24	ELSA	ELSA Conference	AfC
19/06/24	Assistant Headteacher	Assistant Head Network	AfC
24/06/24	Headteacher	Spotlight on Schools – Play Project	Cookham Dean school
02/07/24	RE Leader	RE Central Network	ODBE

Record of Governor Training/Courses Attended 2023-24

Date	Governor	Course/Training	Lead/Location
Autumn 2023			
11/09/23	All Governors	OFSTED updates	Katherine Russell (SEBMAT)
14/09/23	Clerk	RBWM Clerk Briefing	RBWM
18/10/23	Aileen Boaler Dolapo Ogunbawo	Safeguarding – The Governors Role	RBWM
01/11/23	Andrea Williamson	Governor Visits to School	RBWM
Various dates	All Governors	Prevent training	Home Office
15/11/23	Tim Fettes & Jo Steel	Chairs' Surgery and Networking	AfC
22/11/23	Aileen Boaler Dolapo Ogunbawo	Governance and the Curriculum	AfC
22/11/23	Andi Williamson	The Role of School Governors in Championing the needs of Children Looked After and Children with a Social Worker	AfC

Holy Trinity CE Primary School

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29/11/23	Jo Steel	SEND Governance	AfC
Spring Term 2024			
04/01/24	Aileen Boaler Jon Hutchinson Andi Williamson	Exclusion Training	AfC
17/01/24	Nick Holt	New Governors Induction Part 1 – Strategic Leadership	AfC
24/01/24	Nick Holt	New Governors Training Part 2 – The Support and Challenge Role	AfC
21/02/24	Jo Steel	Chair's Role Part 1	AfC
28/02/24	Jo Steel	Chair's Role Part 2	AfC
25/03/24	Andi Williamson	Lead governing training for children with a social worker – Part 2	AfC – Online
Summer Term 2024			
17 th April	Andi Williamson	School Admissions Appeal Training	Oxford Diocese - online
23 rd April	Jo Steel	School Admissions Appeal Training	Oxford Diocese - online
23 rd April	Jon Hutchinson	School Admissions Appeal Training	Oxford Diocese - online
25 th April	Carol Elsasser	Clerks and Governance Professionals Briefing	CMI, Moor Hall, Cookham
22 nd May	Nick Holt	New Governors Induction Part 3 – Evidence building for accountability	Homer First School, Windsor
5 th June	Andi Williamson Jo Steel Nick Holt	New Governors Induction Part 4 – Safeguarding the Governors Role	Homer First School, Windsor
12 th June	Peter Grover	Modern Governance (Refresher on Roles and Responsibilities)	Homer First School, Windsor
12 th June	Barry Aherne	Modern Governance (Refresher on Roles and Responsibilities)	Homer First School, Windsor

Staffing

Teacher (not TA) absence rate nationally 2021/22: 67.5% of teachers nationally took at least one period of sickness. The average number of days taken was 9.3 days.

Staff Absence	Current year to date	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 (9.6)	35.5	25 (+64 long term absence)	138 + 38 long term absence	54	22.5	60	28	43	8
Teaching Assistants (9.3)	87	87 (+ 103 long term absence)	189 + 31 long term absence	243.5	72	156.5	74	53	91.5
Non-teaching (3)	2	4	19	91	1	4.5	6	18	37
TOTAL	124.5 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 2 fixed term suspensions this academic year and 1 permanent exclusion this academic year.
- We have no incidents of racist behaviour to report.

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Health and Safety & GDPR

- Heating system being replaced.
- No data breaches to report.
- Successful fire alarm drill undertaken.

External Moderation

The Local Authority usually moderate schools on a four-year cycle. However, they may conduct a visit if previous results were a cause for concern or for other reasons. We were moderated at KS1 and KS2 June 2022.

The LA sample a selection of pupil work to check against the teacher assessment judgement. All teacher judgements were agreed with confirmed by LA.

EYFS will no longer be moderated by LA.

• EYFS LA moderation	• KS1 LA moderation	• KS2 LA moderation
June 2018	June 2016	June 2016
N/A	June 2022	June 2022

Governor Visits this academic year

(For full visit overview please see Governor Zone on website)

Date:	Governor & Role:	Area of focus:	Staff member & role:	Next steps/actions:	Action complete?
24/04/24	Jon Hutchinson Dolapo Ogunbawo <i>Safeguarding Governors</i>	Safeguarding	Jo Griffith DSL	- Online Safety Audit actions completed by end of year - Succession planning for Governor Link role	•
20/03/24	Tim Fettes <i>Science Link</i>	Science	Janelle Rhodes	<i>Awaiting report</i>	•
29/02/24	Andi Williamson <i>English Link</i>	Reading	Stacey Harding English Lead	This visit was a follow up from the visit on 11/09/23.	• -
24/01/24	Jo Steel <i>SEND Link</i>	SEND	Fiona Fargher SENDCo	- Parent and staff questionnaire - Pupil voice	•
23/01/24	Jon Hutchinson Dolapo Ogunbawo <i>Safeguarding Governors</i>	Safeguarding	Jo Griffith DSL	- Ongoing record keeping - New staff induction if needed	• complete
06/12/23	Nick Holt Aileen Boaler <i>Maths Link</i>	Maths	Lizzie Neale Maths Lead	- Maths Day tbd - Community support for maths enrichment	• Maths Day complete
21/11/23	Jon Sharland <i>Attendance Link</i>	Attendance	Jo Griffith Sarah Lawson Attendance Lead and School Admin Officer	- Review attendance data of gender - Review lateness	• On-going termly data analysis
07/11/23	Jo Steel <i>Geography Link</i>	Geography	Jo Griffith Geography Lead	- Pupil voice in Geography - Staff voice in Geography	• complete
19/09/23	Rev. Jon Hutchinson & Dolapo Ogunbawo	Safeguarding	Jo Griffith DSL	- SCR check - Information gathering regarding Filtering and Monitoring of online activity.	• complete

Holy Trinity CE Primary School

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11/09/23	Andi Williamson English Link	Writing	Stacey Harding English Lead	• Assessment in English • Interventions for less able	• next governor visit
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Policies reviewed this term:

Standards and Curriculum Committee
Relationships, Health and Sex Education Policy
Complaints Policy
Extra-Curricular Policy
The Holy Trinity Way – Pedagogy Policy
Assessment, Marking and Feedback Policy
Attendance Policy
RE Policy
Finance and Resources Committee
Medical Conditions Policy
Allergy and Anaphylaxis Policy
Lettings Policy
Safer Recruitment Policy
Full Governing Board
Data Protection Policy
Data Retention Policy
Acceptable Use Agreements
Parents Code of Conduct Policy

Conclusion

It was reassuring to hear from the Ofsted HMI that our school SEF and judgements aligned with her findings. Although the process of the inspection was relentless, we are relieved it is now behind us and we can focus on on-going improvements without the worry of a phone call hanging over us!

This term has been a particularly anxious and worrying time for staff with the staffing re-structure process taking place.

Thank you, as ever, to the staff who have contributed to this report and for the on-going, unwavering support of the Governing Board.



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
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
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
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
NELI	Nuffield Early Language Intervention
NC	National Curriculum 2014
NOS	National Online Safety
NNEB	Nursery Nurse Examination Board (qualification)

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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