

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 Spring Term 18th March 2025

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.

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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 209 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 94.7% (National: 78.6% RBWM: 82%).
- The number of pupils entitled to pupil premium and Ever 6 funding is 13 (6.2%) and is well below the national average (24.6% June 2024).
- 3 pupils (1.4%) have an EHC Plan for learning difficulties, disabilities and additional needs which is below national average for primary school pupils (3% June 2024). (2 further pupils have EHCP in draft awaiting decision).
- 27 pupils (12.9%) are on our SEN register. 24 do not have an EHCP (11.5%). This is below national average for primary school pupils of 14.1% (June 2024).
- The gender ratio is boys: 54% and girls: 46%.
- 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	96.2%	2.9%	9.5% (age 5-11)	2.9%	0.69%
National state primary schools	93.4%	4.6%	15.5%	1.4%	3.2%

Persistent Absence	Current year to date	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Holy Trinity	7.1%	6.4%	6.5%	11.9%	6.6%	8.7%	8.2%
National state primary schools	18.6%	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.

Next Steps:

- 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		
- Ensured staffing in EYFS are fully trained in ELS and other required areas. - Plan in place for staffing in EYFS and training for phonics. - EYFS staff training for NELI (Language development intervention).	- Well-planned transitions have provided a smooth settling into school. - High focus on reading and encouraging reading including parents in the process. - EYFS staff trained to support early language development.	- 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. - Continue to monitor and support EYFS staff with behavioural challenges. - Submit end of year EYFS Foundation Stage Profile to DfE & LA. - Prepare transition into Year 1.
Writing		
- Continuing to embed TWS ensuring good subject knowledge of all teachers. - English subject leader meeting other English subject leaders across the LA has provided insight into assessment and practice at other schools. - Internal and external writing moderation taken place to ensure teacher assessment judgements are accurate. LA project attended.	- Writing is a main development focus throughout the school and remains high profile. - English Leader has a good grasp on standards and provision in the subject. - Lesson monitoring evidences high standards of teaching in writing and being applied across curriculum areas.	- TWS demo videos on website for parents and pupils to access. - Continue to monitor provision and standards across writing throughout the curriculum. - Governor Visit day to focus on monitoring writing across the curriculum.
Phonics and Reading		
- Provided further training in ELS for TAs in EYFS and KS1/2 working with Early Readers. - Continuing to provide ELS intervention for pupils in Y4 2024-25 that continue to require support. - Ensured resources for EYFS and KS1 ELS are purchased in a timely manner. - Continued to timetable library - Parents donated books on our wish list to boost the diverse and inclusive titles in our library. - Design and quotes received for re-vamp of library – shared with PTA Chairs and all pupils. - World Book Day celebrated to enthuse a love of reading.	- 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.	- Monitor impact of new reading comprehension resources. - PTA agreed to raise funds to revamp the library (books and environment/furniture). - Seek additional funding to support the library revamp.

HOLY TRINITY CURRICULUM

• RE curriculum revised to include world views units. • Invested in Kapow for Music and Geography. • Adapted HT curriculum to incorporate Kapow units for Geography. • Provided teachers with updated music and geography planning.	• '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.	• Adapt HT curriculum to incorporate Kapow units for music. • Provide teachers with updated music planning. • 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.
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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) ➤ 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	• 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. • Pupils have opportunities for public speaking and parents enjoy hearing about their child's learning.	• 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. • Ensure all teachers use the 'Procedures for booking a Trip' document • Ensure Swimming for Years 3 and 4 is organised. • Ensure residential trips for Y4, Y5 and Y6 are well planned; provide parents information meetings.
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➤ Y3 to the Mandir Temple in Neasden (RE) ➤ Y6 to Holy Trinity Church (History) ➤ Y5 Fire Safety (PSHE) 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 ➤ 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. • Internet Safety Week (w/c 10th Feb) once again highlighting the safe ways to use the internet. KS2 pupils joined in the national live lesson. • 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.	• 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.	• Continue to plan educational visits and trips to provide our pupils with cultural and educational opportunities.

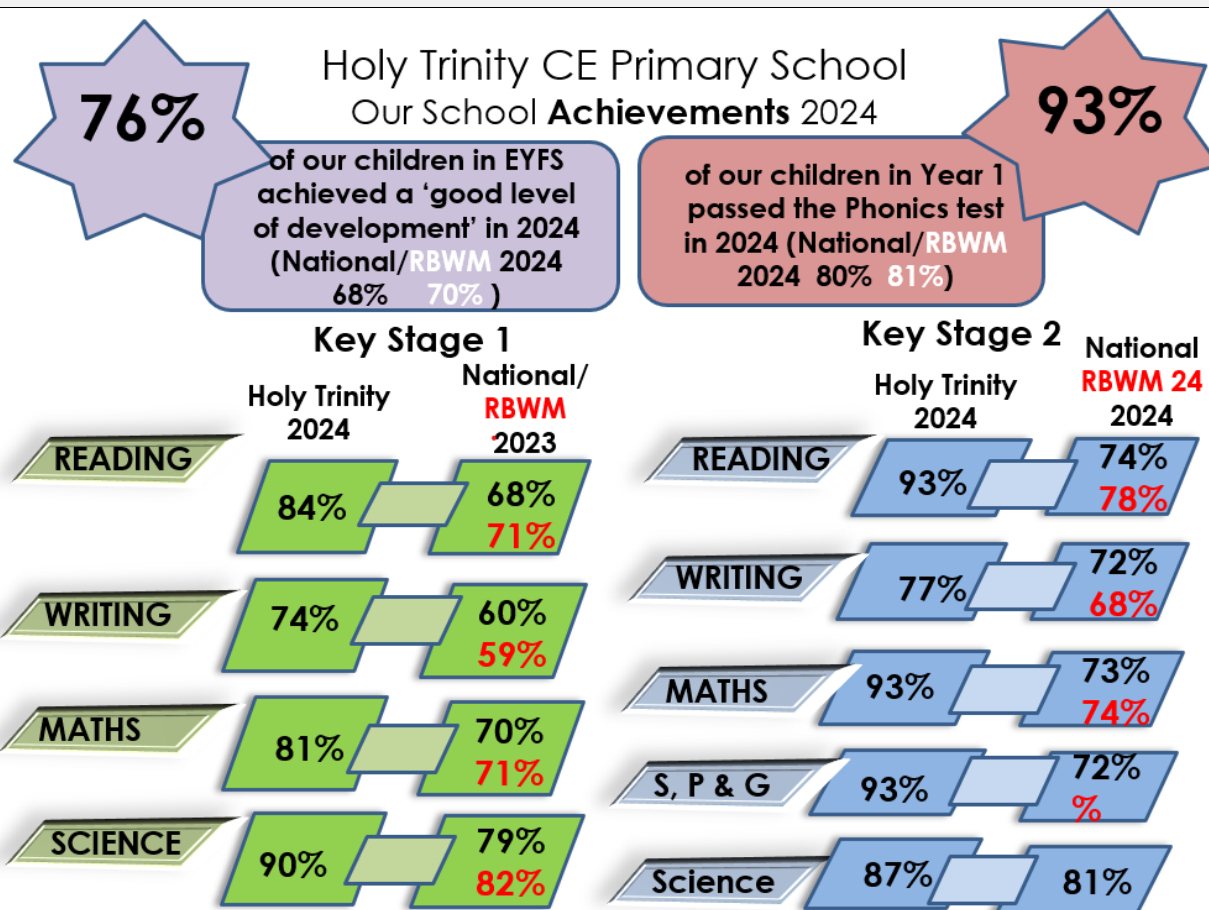
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- Continued to support families financially if in need.
- Continued to expose pupils to other cultures through our Culture Week and to celebrate differences through curriculum delivery.

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

ATTAINMENT



Holy Trinity Y4 MTC Trends over time (test out of 25)

	% of pupils scoring 20+	Number of pupils scoring 20+	Average score	% of pupils scoring 100%
2020-2021	68%	21/31	20	23%
2021-2022	65%	20/31	21	23%
2022-2023	83%	25/30	21	33%
2023-2024	90%	27/30	22 (LA average: 20 National average: 20)	20%

- Planned intervention support needed and assigned support staff accordingly. (No Recovery Premium provided for additional catch-up sessions going forward.)

- Pupils identified have been in receipt of regular catch-up intervention (additional teaching in small groups.) Specific learning objectives have been identified by

- Plan for pupils taking KS2 SATS who need additional time, scribe, etc.
- Track spring term data and analyse trends.
- Order NTS tests for next year.

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- 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. - 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.	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.	
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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		
- Appointed Wellbeing Ambassadors for 2024-25. - Planned activities/awareness for Anti-Bullying Week 11th – 15th November 'Choose Respect' - Audit for Attachment Aware Schools project completed. - First two training session with Educational psychologist were successful. - Project for whole school Attachment aware shared with staff and Governors. Support being received from AFC Virtual School. - Continued to embed Behaviour Policy and ensured expectations are consistent and known by all new starters.	- 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.	- Pupils that attended the Anti-Bullying Workshop to plan events and raise awareness in school via School Council. - Attachment Aware silver award to apply for.

ATTENDANCE & PUNCTUALITY (From Dfe VYED)**DfE comparisons****With RBWM schools:**

Attendance measure	Percentage	Ranking ⓘ
Overall attendance	96.2%	You are ranked 8th out of 46 schools
Overall absence	3.8%	You are ranked 8th out of 46 schools
Authorised absence	3.4%	You are ranked 12th out of 46 schools
Unauthorised absence	0.5%	You are ranked 5th out of 46 schools
Persistently absent	8.9%	You are ranked 11th 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 ⓘ	Decile description ⓘ	Number of schools ⓘ	Lowest in decile ⓘ	Highest in decile ⓘ
1	Top 0-10%	1670	96.5%	100.0%
2	Top 10-20%	1670	96.0%	96.5%
3	Top 20-30%	1670	95.7%	96.0%
4	Top 30-40%	1670	95.4%	95.7%
5	Top 40-50%	1670	95.0%	95.4%
6	Bottom 40-50%	1670	94.7%	95.0%
7	Bottom 30-40%	1669	94.3%	94.7%
8	Bottom 20-30%	1669	93.8%	94.3%
9	Bottom 10-20%	1669	93.0%	93.8%
10	Bottom 0-10%	1669	0.0%	93.0%



**FFT National
Attendance Award
2023/24**

- Attendance since 01/09/24: **96.2%**
- Requests for term-time absence this academic year:
34 requests (not total of days, not including medical appointments)
13 authorised (not yet CSA, school visits, funerals, entrance exams, music exams, sporting event)
21 unauthorised requests (holidays). **The total number of schools day lost to family holidays so far this year: 60 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.

- 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.
- Implement new FPN legislation.

• 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.		• 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?
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LEARNERS BROADER DEVELOPMENT

• Elected/selected 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. • ELSA (pastoral support) provided. • Digital Leaders leading a weekly Computing Club. • PSHE Workshops for Y1 – Y6 • Guitar assembly – performance to parents and rest of the school • Involvement of Y6 in Christmas Fair – running stalls • Choir entertained the residents at Lynwood Care home with Christmas Carols • Kindness Workshop for whole school that resulted in Kindness Ambassadors being appointed from each class; they led on providing Compliments Boxes for each class. • Clubs other than sports clubs offered this term: ➢ Gardening ➢ Cookery ➢ Lego ➢ French ➢ Spanish ➢ Chess	• 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 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 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. • Further develop Kindness Ambassadors' role
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➤ Art ➤ Homework ➤ KS1 Arts and Crafts ➤ KS2 Art ➤ Choir ➤ Guitar ➤ Ukelele		
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 • House Captains leading daily Sporting Challenge for all classes. • Sports Clubs offered this term: • Skateboarding • Basketball • Football • Zumba • Martial Arts • Dodgeball • Playball • Gymnastics	• 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.	• Physical health elements of new RHSE curriculum to be secure. • Continue to promote the Daily Mile on the new running track. • Widen the zones and activities available at lunchtimes to include small world play and Lego. Include School Council in decisions about zones. • Swimming (5 weeks) for Y3 and Y4

• Fencing • Netball 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.		
MENTAL HEALTH		
• Attachment Aware Award 3-year project well underway. • 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.	• 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. • 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.
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 and shared in Collective Worship. • Pupils leading Collective Worship. • Harvest and Christmas 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. • Christmas services and Christingle • Diocesan Advisor in school leading an assembly on the Church's Year • Governors involved in monitoring Collective Worship throughout the school.	• Continuing Collective Worship following our values and planned Bible focus' has ensured our Christian distinctiveness is still celebrated. • Pupils involved in planning, leading and evaluating Collective Worship has encouraged leadership skills and engagement. • SIAMS Lead is confident in subject knowledge to disseminate training and support staff. • A sense of community has been fostered by Reverend Jon continuing to be involved in Collective Worship. • Pupils and staff felt able to somehow contribute towards helping those in more need than ourselves.	• 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 & Governor- visit practicing school. • Explore global links.

LEADERSHIP AND MANAGEMENT

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
LEADERSHIP		
- Revised staffing structure for January – support for pupils across the school. - Subject Leaders actioning HUGG (action plan) for 2024-25 to feed into SDP. - Subject Leaders continuing to utilise Subject Leader Audit to guide their ongoing leadership work. - 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 it's relevance and clarity.	- 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 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. - 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.	- 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> - Governors' visits to link to SDP. - Succession planning for Governor roles.

• 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. • Continued to plan Governor visits linked to SDP and actions from previous visits. • Continued to attend training. • On-going Governor Visits linked to SDP.		
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FINANCE

• Financial audit (SMRA) - independent analysis and advice. • 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. • 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. • PTA agreed to fund refurbishment of library to include books and furniture. • Replace phone lines. • Reception Class numbers for 2025/6 to be confirmed.
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SAFEGUARDING

(See also Annual Safeguarding Report to Governors)

• 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.	• Safer recruitment training to be renewed for DSLs. • Ensure all DBS for staff are within 5 years. Renew on rolling basis.
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• 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.	• 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.	• Ensure Y2 new staff recruit is inducted and in receipt of safeguarding training.
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STAFF

• Staffing structure and responsibility for September 2024 are in place and in line with budget; reviewed and altered in January in order to better support teachers and pupils. • 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. • Recruit Maternity Cover for Year 2 (12 month part time contract). • Plan staffing for September 2025.
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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	• 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	• 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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opportunity to share concerns or suggestions. • 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.	teachers to highlight any issues – feel their wellbeing is important 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 to be completed over the 2024_2025 with all stakeholders' voice. • Marion Standing introduced the Church's calendar wheel to the whole school. • Collective Worship monitoring by Governor and CW Lead and Pupil Voice survey conducted February 2025. • 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. • Introduction of Kindness Ambassadors as a whole school project. • Lenten Projects – Foodbank and Local Children's Alexander Devine Big Chick Knit project. Spiritual leaders to introduce our initiatives at CW. • Big Book Look for RE • Attended RE and CW Network Meetings • Continue to support families experiencing difficulties through DSL role. • Attended Governor Meetings.	• SIAMS SEF shared with Heads Team and IQ questions reviewed. • Understand that the church follows a calendar year and this also has seasons over the year. • Impact of CW has been reviewed and monitored by Governing body as accountability measure. Children like CW. Monitoring to be shared at Governor meeting and Staff meeting. • Carmel Barnes and Rev Jon booked onto Space Maker Training in May 2025. Twilight sessions are being organised for rest of staff to understand the Space Maker concept as part of spirituality. • Living our vision in small ways and being courageous advocates. • Living our vision through our designated charity initiatives this year. • The impact of RE curriculum and quality of learning is evident. The big books are looking great. • CPD of RE and SIAMS lead current	• Summary of SIAMS SEF to be shared with Governing Body. • Create own Calendar Wheel (Mrs Pinkerton to create and make one for the CW table) • Purchase candle, microphones, and review time allocated to Worship through singing. • Confirm Twilight sessions with Charlie Kerr from the diocese. Invite Governors to participate in twilight sessions. • SIAMS website upgrade for more notable presence online – continue with IQ statements. • Spiritual Leaders to introduce our initiatives at Whole School CW. • RE lesson monitoring Summer 2025 with Governor input. • Feedback to Heads Team and Staff • Charity – global. To review opportunity in India. • Organise Summer Visit for our community link with Lynwood Care Home as part of our living our vision. • Continue to celebrate and display children's learning in RE.

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	• Community feel to events – school community. • Money raised will be spent on library revamp.	• Funds to be used for revamp of library.
• TA meetings • Individual conversations with TAs about concerns / staffing etc. Support given. • JG carried out individual well-being chats with all TAs.	• 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.
• Autumn 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 spring term. • Consider the usefulness of EYFS data on the same sheet as KS1 and KS2 data.
• Eco Warrior focus during autumn term – waste. Light and screen monitoring in classrooms during break and lunch times. • Some Eco Warriors created posters for bathrooms, reminding children to only use a few paper towels. • Eco Warrior focus during spring term – food waste • Eco Warriors took KS1 and KS2 assemblies about food waste. • Eco Committee website page updated.	• All classes have light monitors. • Posters put up in bathrooms. • Children more aware of how they can help to reduce energy and paper waste in school. • Children more aware of impact of wasting food.	• Continue with Eco Committee and link with Gardening Club. • Eco Warriors to give out stickers in lunch hall to those children eating all their school dinner.
• Spring Pupil voice – writing • 'Developing a Whole School Approach to Improving Writing' course attended	• Pupils enjoy writing. Analysis of tools they feel help them when writing. Share good practice across staff.	• Monitoring of books • Monitor independent writing being done through TWS units.

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- Monitoring of Guided Reading sessions – teachers - Monitoring of reading interventions -TAs.	- Professional discussion / sharing of good practice. Keep up-to-date with new initiatives. - All children have access to the specific teaching of reading skills regularly. - Reading interventions are appropriate for pupils – targeting phonics or basic reading skills as needed.	Ensure there is a 'diverse' book in the high quality texts in each year group.
- Library sessions for KS1 on Monday lunchtimes working well supported by librarians - Organised librarians to speak to all classes to evaluate library designs - JG set up Diverse Book List on Amazon – parents donating. - World Book Day organised with various activities.	- Reading for pleasure - Relationship between older and younger pupils - Pupil voice on library designs – they feel involved in the process. - Promote reading for pleasure. Make reading fun!	- Continue to improve the library space – make it more inviting. - All pupils to have access to books that celebrate diversity - waiting until after library revamp.
Autumn 2 & Spring 1 – - Run netball club - Girls and Boys Years 5 & 6 football training weekly at lunchtimes - Y6 swimming gala at St. George's attended. - Y3 & 4 netball competition at the Marist attended - Y5 & 6 boys football Ascot Cup attended - our A Team won! - Y5 & 6 girls and boys football tournaments attended at Charters - Y5 & 6 Basketball competition at Charters. Our A Team won! - Y3 – 6 cross country competition at the Marist – 5 of our pupils finished 1st, 2nd or 3rd in their year group gender races. - All-weather track installed. - Y3&4 interhouse football competition – refereed by house and vice captains - Y4 interhouse hockey tournament – assisted by some house & vice captains. - Sporting Challenge 4 times a week at lunchtimes – now firmly in place and house	- 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. - Track has proved inspirational with many pupils using it at break times as well as class slots. This resulted in more pupils taking part in the cross-country competition this year, including a less able pupil. - 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.	- 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. - Complete rewrite of Curriculum Document - Continue with zoning of the playground and field at lunchtimes. - Train Y5 playleaders.

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- and vice captains running this well. - Continued to rewrite Curriculum Document in light of new SOW. - TDM starter – brief discussion on GET SET 4 PE and questionnaires completed by teachers. - Lunchtime Zoning in early stages – zone playground at lunchtimes to provide a range of activities for pupils.	- SOW provides support for less confident staff, access to resources for a wider range of sports, ensures progression of knowledge and skills. - Feedback from staff has been very positive. - Pupils in receipt of 2 hours of High Quality P.E. a week.	
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)

SEND & INCLUSION – February 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?
Attended SEND conference – Feb 2025	- Ensures that SENCo remains up to date with training and can apply best practice to the role. - Opportunities to discuss issues with other professionals to share ideas and strategies.	Continue to review and implement actions identified during the WE SEND programme to maximise the support for pupils across the school.
We have joined the Bronze Attachment Aware Schools Award (AASA) for the academic year	Our focus is on the use of language when talking with or about pupils and their families. Understanding the impact that it has to talk in a certain way about individuals is key to ensuring that pupils are valued and supported within the school at all times.	Work towards the AASA so that all staff have completed the training sessions and are confident in the way they speak about - and to - children and families.
Emotion Coaching training for all staff – teachers and TAs (Summer 2024) by the link EP	All staff working with children should know how to help them identify and acknowledge their feelings as well as support them in dealing with feelings appropriately.	Continue to organise training to meet staff needs across the school, taking into account the pupils and their movement through the school, for example, the need for Makaton training.
2 members of staff have been trained in Level 1	Ensuring that one of our most vulnerable pupils with an EHCP can	

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Makaton to support a pupil with an EHCP in KS1.	be understood and communicate needs more effectively.	• Work with other SENCOs to share best practice and support each other.
• Training one of our TAs as an ELSA to replace previous ELSA	• Will ensure we are able to continue to support our pupils who have difficulties around social and emotional development; this also enables us to put specific support in place for those who may be struggling with, eg, bereavement.	• Continue to promote inclusion within the school through roles such as 'Makaton Masters' and Eco Warriors which are open to all, not just those who are academically able.
• Completed WE SEND (Whole Education) pilot programme to review, monitor and improve SEND support in the school	• Enabled a thorough review of the SEND approach and provision in the school. Identified areas of strength and also weaker areas to be addressed / be focus going forward. An ongoing programme which is continuing this year.	• Continue to undertake learning walks and to observe SEND pupils in the classroom setting and monitor interventions; particularly ensure EHCP pupils are receiving what is set out in the plan and ensure if this is not possible then that is shared with the local authority.
• Continued access to SENCO forums and meetings to share good practice	• Opportunities to share ideas means that we can be proactive and try different strategies to best support pupils	
• Secured 2 further EHCPs and an additional 3 have been applied for / are at assessment stage.	• Ensuring those pupils with highest needs are afforded the right provision (legally) is important and a huge step for those pupils • Secures some funding to help with staffing across the school – allows us to run interventions and specific support for individuals and groups.	• Continue to refer to Zones of Regulation to support pupil's understanding and awareness of their emotional response.
• Grouping of highest needs pupils (within key stage) for some lessons where learning can take place with shared goals.	• This has worked for two of our pupils who would otherwise be accessing tasks on a 1:1 basis as needs are complex. Together, they are able to communicate, work at a similar pace with slightly differentiated tasks but this approach has boosted their self-esteem too.	• Ensure newly trained ELSA is able to attend supervision sessions with the local authority. Also ensure regular opportunities are provided for meetings with SENCO to share information and discuss needs and priorities.
• Navigated Alternative Provision and ensured compliance with risk assessments etc for Ofsted	• Better knowledge of the Alternative Provision process – how to secure, seek funding and ensure compliance with risk assessments, DBS etc.	• Continue to meet with class teachers on a regular basis to discuss SEND needs and adapt provision accordingly.
• Updated provision maps shared with class teachers. Regular meetings between SENCO and class teachers.	• Ongoing communication with teachers is essential to support SEND children appropriately. • Ensures needs are identified at the earliest opportunity so that support can be put in place – particularly where referrals are required as waiting lists remain long.	• Continue to maintain open communication channels for parents to seek help and advice as needed. Direct parents to organisations and websites as well as courses which may be of interest in supporting their children.
• Redeployed ELKLAN trained TA after our speech and language trained TA left.	• Ensures that those pupils with the highest speech and language needs are supported by those with the most relevant training to maximise impact and progress.	• Seek to obtain parental views on communication and support for SEND pupils through a parent survey.

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SEND pupil questionnaire conducted with Governor / Headteacher and SENCo to identify SEND pupil views on accessing support, feeling safe and happy within the school setting.	It is important that pupils can voice their views about how they see school so that where accommodations / changes can be made to improve their lived experience this can be implemented.
Shared resources with parents on school website so that they can access information and support on issues such as autism, ADHD, mental wellbeing, anxiety.	Parents often struggle to know where to start with strategies to help at home. These links direct parents to the most up to date information, provide details of relevant courses which they can access and websites which may be a useful starting point without getting overwhelmed.
Specific information sharing with parents regarding workshops, webinars and coffee mornings.	Emails are sent directly to specific parents when we receive information about webinars and courses which may be of interest. This helps to promote communication between home and school which supports pupils.
Continue to plan transitions carefully especially for those pupils with SEND.	Transitions are tricky for all children but particularly those with SEND and when planned carefully, the chances of a successful move either into or out of the school are maximised. Where appropriate, support can be sought from external professionals (such as the Shine Team) and strategies such as reduced timetables can be employed.
Continue to undertake learning walks and to observe SEND pupils in the classroom setting and monitor interventions; particularly ensure EHCP pupils are receiving what is set out in the plan.	It is important that the SENCo is aware of the curriculum adjustments, interventions and specialist support that all pupils have across the school but particularly those with EHCPs whose provision is a legal requirement.
Continue to monitor and analyse data on progress termly and identify barriers to learning for individual pupils.	Ensures that when pupils are not making progress as expected, action can be taken including, for example, changing interventions, adapting curriculum or support levels or making referrals to external professionals.
Continue to refer to external professionals as needed, including to CAMHS, the Educational Psychology Service, the Shine Team and the NHS for speech and language and/or OT support.	- This helps to ensure that needs are correctly identified and that help is put in place which is relevant and effective. - Waiting lists for referrals to CAMHS, SALT and OT remain extremely long which can be frustrating but we

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	continue to support the 'needs' of the children in school whether a diagnosis is in place or not.	
• Continue to refer to Early Help and to the Pear Panel	• Help for families can be sought through Early Help which is important in supporting pupils and keeping them safe. • Pear Panel can offer some support to pupils (without an EHCP) who are at risk educationally (from suspension and / or emotionally based school avoidance)	

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Statistical Data

Number on roll - 209

Below is a chart showing the number of pupils for week ending – 28/02/2025

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	31	14	17
Year 6	31	18	13
TOTAL	209	113	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
Spring 2025	27	3	Spring 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 – 28/02/25	
		Class	
Sept 2012 – July 2013	95.7%	EYFS	97.5%
Sept 2013 – July 2014	96.6%	Year 1	96.89%
Sept 2014 – July 2015	96.8%	Year 2	96.56%
Sept 2015 – July 2016	97.1%	Year 3	97.1%
Sept 2016 – July 2017	96.9%	Year 4	97.76%
Sept 2017 – July 2018	96.6%	Year 5	94.2%
Sept 2018 – July 2019	96.5%	Year 6	94.73%
Sept 2019 – July 2020	95.3%	TOTAL (Whole School)	96.37%
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

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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

Record of Governor Training/Courses Attended 2024-25

Date	Governor	Course/Training	Lead/Location
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

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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

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 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)	23	58.5	25 (+64 long term absence)	138 + 38 long term absence	54	22.5	60	28	43	8
Teaching Assistants (6.8)	31.5	87	87 (+ 103 long term absence)	189 + 31 long term absence	243.5	72	156.5	74	53	91.5
Non-teaching (3)	2	2	4	19	91	1	4.5	6	18	37
TOTAL	55.5 days	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).

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	
11/02/25	Jo Steel – <i>EYFS Governor</i>	EYFS	Su Tomes	<i>Awaiting report</i>	
28/02/25	Jonathan Sharland <i>Art Link Governor</i>	Art	Georgie O'Brien	<i>Awaiting report</i>	

Policies reviewed this term:

Standards and Curriculum Committee
Governors' Behaviour Principles
Complaints Policy and Procedure
Finance and Resources Committee
Staff Capability Policy
Charging and Remissions Policy
Teacher Appraisal Policy
Pay Policy
Health and Safety Policy
Freedom of Information Policy
Disposals Policy
Finance Policy
Managing Staff Sickness and Absence Policy
Mobile Phone Policy
Lettings Policy
Dignity at Work Policy
Full Governing Board
Confidentiality Policy

As a result of an incident the following policies have also been reviewed:

- Behaviour Policy
- Extra-Curricular Policy
- Anti-Bullying Policy

Conclusion

This term has flown by!

We started the term with a bitterly cold school that we were forced to close for a day. Thankfully, with the new boiler and pipe repair work completed we now have heat again. Thank you to all the staff for your resilience during this time!

Another material aspect we are also grateful for is the upgraded internet. This is so integral to our daily work and the upgrade has helped enormously. Again, a thank you to the staff for their patience and flexible ways of working when technology has let them down.

We are past half-way point in the school year now; we are already planning to prepare the pupils for their transitions to the next step in the learning journey. We're also preparing to welcome a new cohort of pupils into our Holy Trinity Family in Reception class – we pray for full numbers to keep us financially viable.

As always, I'd like to thank the staff members who have contributed to this report. I'd like to welcome our new Governors, David and Ramsay into our Holy Trinity Family too.

As well as the support offered to all staff from Governors this term, the invaluable support and advice I have received from Governors has been above and beyond. Thank you.



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

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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