

Holy Trinity Church of England Primary School



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Chair of the Governing Board: T.Fettes

HEADTEACHER'S REPORT (School Self-Evaluation)

J.Griffith

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

**TO THE GOVERNING BOARD OF
Holy Trinity Church of England Primary School
Autumn Term 16th November 2021**

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

To be an inspirational place of learning where:

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

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

Self-evaluation judgements					
	Personal Development, Behaviour and Welfare	Quality of Teaching, Learning and Assessment	Outcomes for Children and Learners	Effectiveness of Leadership and Management	EYFS
OFSTED 2018	2	2	2	2	2
SEF Nov 2018	1	2	1	2	2
SEF March 2019	1	2	1	2	2
SEF July 2019	1	2	1	2	1
SEF Nov 2019	1	2	1	2	1
SEF March 2020	1	2	1	2	1
SEF Nov 2020	1	2	1	2	1
SEF July 2021	1	2	1	2	1
SEF Nov 2021	1	2	1	2	1
SIAMS and self-evaluation judgements					
	How well does the school, through its distinctive Christian character, meet the needs of all learners?	What is the impact of collective worship on the school community?	How effective is the religious education?	How effective is the leadership and management of the school as a church school?	
June 2014	Good	Satisfactory	Satisfactory	Satisfactory	
SEF Toolkit March 2016	Good	Good	Satisfactory	Satisfactory	
SEF Toolkit March 2017	Good	Good	Good	Good	
Interim ODSST June 2017	Good	Good	Good	Good	
SIAMS January 2018	Outstanding	Outstanding	Outstanding	Outstanding	

School Context

- This voluntary aided primary school has 239 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 95.4% (National: 78.6% RBWM: 82%).
- The number of pupils entitled to pupil premium and Ever 6 funding is 22 (9.2%) and is below the national average (20.8% Jan 2021).
- 6 pupils have EHC Plans for learning difficulties, disabilities and additional needs (8 pupils: 2.5%) which is below national average (3.7% Jan 2021).
- 35 pupils are on our SEN register. 29 do not have an EHCP (12.1%). This is in line with national average of 12.2% (Jan 2021).
- The gender ratio is boys: 48.5% and girls: 51.8%.
- Autumn term 2021 attendance: 95.1%
- Persistent absence for current year is 12.9% (31 pupils). (2 pupils had prolonged absence due to a severe medical need. 2 pupils have high SEN needs and are on reduced timetables. 1 child has not returned to school since January 2021 and we are working closely with the LA to resolve this. 1 child was still on roll with us after they had moved house and until they were allocated a school place. 8 pupils have tested positive for COVID which has impacted their attendance data. The national rate of persistent absence in Autumn term 2021 was 13.0%.
- In 2018/19 our rate of overall absence of 3.5% was slightly below the national average for schools with a similar level of deprivation (3.9%). Our persistent absence in 2018/19 (8.2%) was in the highest 20% of schools with a similar level of deprivation. Of these absences, pupils whose first language was not English was in the highest 20% of all schools.
- In 2018/19 Holy Trinity received £965,952 in grant funding. £327,499 less than the national average.
- In 2018/19 we had a per pupil spend of £4,484. National average was £4,845.

Staffing Structure

The school senior leadership (The Heads Team) is made up of the Headteacher 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 HLTAs & 1 pastoral support member form part of the TA team. There are currently 11 qualified teachers (including part time staff, the Headteacher and SENCo). 32 staff are employed by the school, some of which are part time (*this figure includes admin staff, the site manager and clerk to the Governors*). We have employed 2 qualified, experienced teachers (part-time) to deliver catch-up sessions for identified pupils across the school (started in September 2020 and continuing this year.)

Safeguarding, Health & Safety

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

Vision and Values

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

Curriculum & Community

Since the last inspection, pupil voice and pupil responsibilities have continued to grow and are embedded in the school culture. These include 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 (in 'normal' times) to hold a successful annual Autumn Fair which involves many local groups and is very well attended by many members of the village and school community. The Scout and Cub groups have used our grounds for meets.

Buildings and Premises

We are currently planning an outdoor play structure for KS2 pupils. Work is underway with pupils to improve outdoor facilities for the future. PTA have agreed to raise funds towards this.

The staff car park is no longer fit for purpose and is on the SDP for expansion Easter 2022. The roof also needs fixing in areas and this is also a focus on SDP.

We no longer let our premises to Stagecoach at the weekend, so consideration needs to be given to generating future revenue.

Annual reports to Governors in addition to this report:

- SEND Annual Report
- DSL Annual Report
- LAC/PLAC Annual Report

TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Autumn 1 2021	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. RHSE: To develop staff through CPD. Support parents if required. BEHAVIOUR: To explore a consistent whole-school approach to managing behaviours. INTERNET SAFETY: To ensure pupils know how to keep themselves safe on-line. PHYSICAL & MENTAL HEALTH: To focus on pupil and staff wellbeing. To improve sport & PE provision. LIFE SKILLS: To continue to provide opportunities for pupils to develop their life skills, including mindfulness. DIVERSITY: To continue to plan opportunities and activities that provide exposure to diversity for all our pupils. OUTDOOR LEARNING: To further develop outdoor learning opportunities to deliver a creative curriculum. CURRICULUM EVIDENCE: To use Big Books to show evidence of learning in Music, RE and Computing Y1 – Y6.	New EYFS Framework: To ensure EYFS staff are secure in knowledge of new requirements. Ensure EYFS curriculum is tailored to Holy Trinity pupils. Impact will show Reception pupils settle well and make good progress in their learning. EYFS staff are confident in EYFS framework and curriculum.
Term 2 Autumn 2 2021		Computing: To ensure consistency and coverage in computing curriculum. Provide CPD for staff. Utilise National Online Safety resources. Impact will show progression and coverage of computing curriculum provides exciting learning opportunities for pupils. Cross curricular links are explicit. Internet Safety has high profile across the school and community.
Term 3 Spring 1 2022		Phonics: To undertake a full audit of current phonics provision and resources and research available schemes. Impact will show teaching of phonics is faithful to one scheme throughout the school. Pupil attainment and application of phonics in writing is high.
Term 4 Spring 2 2022		Collective Worship: To review current provision and plan to involve pupils more. Explore ways to ensure Collective Worship expresses our vision. Impact will show Collective Worship is planned and evaluated by stakeholders and is unique to Holy Trinity. It is inclusive and inspiring resulting in high engagement and enjoyment for pupils and adults alike.
Term 5 Summer 1 2022		RHSE review: To revisit RHSE curriculum resources and CPD for staff. Pupil evaluation and input gathered. Impact will show RHSE provision is appropriate and tailored to Holy Trinity pupils. Staff feel confident to deliver the curriculum and parents are supported if they request it.
Term 6 Summer 2 2022		Creative Curriculum Review: To evaluate topics and curriculum coverage. Is it relevant and inspiring? Does it reflect the needs of Holy Trinity pupils? Impact will show curriculum design is bespoke to Holy Trinity and reflects the needs of our pupils and community.

QUALITY OF EDUCATION		
Implementation: What have we accomplished since the last report?	Impact: How has this made improvement?	Intention: What are our next steps?
EYFS Provision		
• EYFS Baseline now statutory – completed and submitted to DfE • EYFS curriculum adapted in light of new framework (on-going) • EYFS staff in receipt of training and on-going support for implementing statutory changes in framework • Parent's information evening well attended (new EYFS framework) • Subscribed to Nuffield Early Language Intervention (NELI) provision to provide CPD for staff and intervention for pupils • Revised assessment procedure and reporting process in EYFS • Buddies were in place for the first half term	• EYFS staff are fully aware of the changes • EYFS curriculum is tailored to the EYFS cohort and Holy Trinity • Parents are well informed of the provision in EYFS • Language intervention for pupils impacting communication skills • Assessment procedures in EYFS are manageable and meaningful; staff spend more time teaching than assessing • Reception pupils settled well and quickly – Buddy system played a big part in this	• Ensure Autumn assessment procedure is useful and manageable for staff • Continue to plan curriculum provision based on the interests of the cohort • Monitor the Nuffield Early Language Intervention programme • Engage with cluster EYFS to share ideas/moderate • Ensure resources are fit for purpose and renew on a rolling programme
Writing		
• Continued to embed The Write Stuff approach to teaching writing • New staff members supported with using TWS approach • Staff members moving year groups supported in TWS • Lesson monitoring with a focus on TWS • Unit planning purchased • Writing is main focus in SDP and Performance Appraisal targets • Staff questionnaire conducted to identify CPD needs • Pupils in KS2 in need of additional intervention identified to receive tutoring (use of Recovery Premium)	• Monitoring of the teaching of writing shows consistent use of the approach across Y1 – Y6 • New staff using the approach • Online unit plans support staff in reducing planning time • Writing is a main development focus throughout the school and remains high profile	• Ensure staff have really secure English subject knowledge (especially GPS) • CPD planned in TWS to support teachers • Internal moderation of writing planned • Autumn data harvest – writing data to be analysed • Analyse progress of identified groups (SEND, Disadvantaged, Catch-up) • Provide TDM time for sharing ideas and book looks • Investigate possibility of cluster moderation • Termly Governor visits to focus on development of writing across the school • English subject leaders to attend 'deep-dive' training
Phonics		
• Leaders have started to research available programmes of phonics that have been approved by DfE		• Leaders to evaluate current phonics provision in order to plan improvements and resource provision. • Budget to be considered

CURRICULUM IN ACTION		
- From monitoring and SDP evaluation, NC subjects to focus on: EYFS & Computing are our current foci See EYFS above Computing - TDM on computing scheme of work and current provision - National Online Safety subscription renewed and parents reminded of this provision Trips and visits - Autumn visits were planned and went ahead	- Y6 visit to Brook wood Cemetery (History link) - Y4 & Y5 trip to Ufton Court (History link) - Y2 visit to Hampton Court (History Link) - Y1 visit to Windsor Castle (History link) - Y3 Iron Age Celtic Harmony visit (History link)	- Pupil voice – do pupils feel they are represented in our curriculum? - Explore how to evidence foundation subjects in a meaningful and manageable way. Explore the use of Big Books.
CULTURAL CAPITAL/DEVELOPMENT		
- Educational visits and experiences planned to offer opportunities to pupils - Black History work focused on Black Heroes to promote and investigate contributions that people of colour have made to society. E.g scientist, medical professional, artists.	- Children and families have had access to school staff to be able to share concerns and continue to offer advice and support. - Children have had access to high quality experts in their field and a hands on approach to learning. Examples include: ➤ Y1 – Y6 Life Base virtual session ➤ Y3 & Y4 virtual STEM session ➤ School Council visits to Holy Trinity Church ➤ Y4 recorder lessons this term ➤ Harvest Services for the community ➤ Black History focus on Black Heroes in all year groups	- Continue work with EWO and families for whom absence is a concern. - Continue to support families financially if in need. - Continue to plan educational visits if situation allows - Continue to expose pupils to other cultures and celebrate differences through curriculum delivery.
ATTAINMENT		
- Pupils needing catch-up intervention identified across the school and progress and impact is being monitored and tracked. - An experienced teacher employed to deliver the catch-up sessions in KS2 one am per week	- Pupils identified in autumn 2020 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 has been negatively impacted by school closures.	- Continue with catch-up interventions and targeted support for identified pupils throughout next academic year. - Adapt curriculum and teaching as necessary throughout the year to continue to plug gaps in learning. - Autumn data harvest. - Attainment and progress analysed for identified groups that we are tracking carefully. - Y2 to complete and submit Phonics Screening to DfE by end of autumn term. - Pupil progress Meetings to be conducted with teachers to identify barriers and plan next steps.

BEHAVIOUR AND ATTITUDES		
Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
BULLYING AND DISCRIMINATION		
• Anti-Bullying week 15th – 19th November. Theme: 'One Kind Word'. • Black History focus work exposes pupils to people of colour, celebrating difference. On-going work in curriculum doesn't shy away from talking about race and diversity.	• 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.	• Use ELSA expertise to deliver class sessions throughout the school. • Continue to encourage pupils to 'stand up and speak out' against any discrimination or bullying behaviours.
ATTENDANCE & PUNCTUALITY		
• Very little impact of covid cases on pupil attendance: 8 pupils (3.3%) have been affected. We have not seen transmission from these cases in classes. • Attendance for autumn term: 95.1% • We have had a lot more requests for term-time holiday absence • Persistent absence: 12.9% This includes 2 pupils that are on a reduced timetable (1 has now moved to a special school). Also includes 1 pupil who has not returned to us since January; the LA have agreed we can remove them from our roll. Also includes 2 pupils that have had surgery with subsequent recovery time. • We have not been negatively impacted by Charters two-week half term. • We have seen an increase in other illness related absence (bad colds etc)	• Little impact of covid related absence • Some impact of absence whilst awaiting PCR result • Increase in requests for term time holiday absence which has a negative impact on attainment • Staff absence has greatly reduced due to long-term circumstances improving	• Continue to work with the EWO and families whose attendance is causing concern. Offer support where possible. • Confirm situation with EWO for a pupil who has not returned to us since January 2021 – impacting on attendance data. • Engage with the LA on the ERSA programme (Emotionally Related School Avoidance) with a view to supporting identified pupils.

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		
- We continue to seek ways to provide opportunities for pupils to develop their own interests and talents and share them with the school, celebrating successes as well - Both Y1 and Reception pupils benefited and enjoyed the Buddy partners in Y6 for the first half term. - School values and vision discussed through CW and on-going - Pupils have been inspired to raise funds independently	- Our termly values were still discussed and explored through virtual Collective Worship promoting pupils' character development and understanding. - Y4 pupils have had the opportunity to learn a new skill or develop an interest/talent in recorder playing. - Pupils are exposed to discussions about tolerance and respect often. They have the chance to see others' views and show respect.	- Provide opportunities for pupils to develop their confidence and public speaking skills for Christmas performances (even if they are recorded!) - Develop the pupil leadership roles to provide opportunities for pupils to use personal skills
PHYSICAL HEALTH		
- Sports Premium report updated - Actively celebrating pupils sporting achievements outside of school in celebration assemblies, newsletters and displayed in school.	Continuing with club provision and encouraging uptake is having a positive impact on pupils' physical health.	- Investigate the possibility of an all-weather running track around the field. - Plan for playtime activities to engage pupils. - KS2 Adventure Playground plans to be followed up. - Physical health elements of new RHSE curriculum to be secure. - Engage in Inter-Sport competitions and festivals with the local cluster. - All of KS2 to swim in spring and summer term 2022.
MENTAL HEALTH		
- ELSA support is available for identified pupils. - Assistant Head applied for funding from DfE to access Senior Mental Health Lead training (SMHL). - Performance Appraisal focus on staff wellbeing to offer opportunities to discuss any concerns.	Staff are aware of the Staff Wellbeing Policy and how to seek support if needed (two staff members have accessed support when signposted to it and has found this support helpful).	- Monitor aspects of mental health in RHSE curriculum. - Consider sourcing additional ELSA support - SMHL training to begin
CHRISTIAN DISTINCTIVENESS		
- SIAMS Leader engaging pupils in the planning and delivery of Collective Worship. - Spiritual Leaders (pupil roles in Y6) appointed to work alongside SIAMS leader	- Continuing Collective Worship following our values and planned Bible focus' has ensured our Christian distinctiveness is still celebrated. - Being able to gather together as a whole school has been wonderful! The sense of coming	- RE Leader to work 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.

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- During Autumn 1 we were able to resume Collective Worship gathering as a whole school – Buddies were able to support coming into the hall. - We enjoyed Harvest Services at Church – they were very well attended. - School Council have been attending meetings hosted at the church – Revd Jon has been involved in these meetings too. - Revd Jon has delivered Collective Worship in school	together as a community was enjoyed by all. Harvest Services were enjoyed by pupils and parents – sense of community and the generosity in the donation of harvest food was a real boost.	RE leader to attend training on assessment in RE
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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		
- Ensured school is a safe place for staff and pupils in autumn term – put in place guidance from DFE and reviewed risk assessments. - New staff inducted (including Safeguarding induction). - ECT is well supported by her mentor. - Successful transition for pupils joining us in Reception – buddy system supported the transition well. - SDP for 2021-22 in place. Contributed to by all subject leaders. - Teachers Performance Appraisal underway. - Assistant Heads were well equipped to lead the school in the absence of the Headteacher. <u>Governance</u> - Both parent governor vacancies filled – induction process begun. - New Chair of Governors in post – support available when required. - Roles and responsibilities of governing board linked to SDP and necessary chairs of committees.	- Staff with new responsibilities are keen to develop their skills. - We have been able to provide staff with opportunities to develop and grow. - Holy Trinity has an experienced staff body that has had a positive impact on children and families. - Honest and open dialogue between staff and leadership is greatly appreciated. - To be able to provide clear leadership in such uncertain times is what the staff, pupils and parents need and we are proud of our efforts! <u>Governance</u> - All scheduled meetings have gone ahead virtually providing strategic direction and support to the leadership. - Governor training has continued virtually to ensure all governors are fulfilling their roles. - Governor biographies ensure transparency and inform parents/prospective parents of the role of the governors in the leadership of the school.	- Explore the benefit of joining the BBO Maths Hub in order to further support teaching maths mastery. - Support EYFS in the new framework and curriculum design and provision. - Audit phonics provision and research an updated scheme of work. <u>Governance</u> - Plan governor visits linked to SDP and actions from previous visits. - Appoint Vice Chair - Appoint Chair of SAC committee - Update Governor area of website to provide biographies for all governors

FINANCE

- Contingency funding received for SEND pupil provision - Recovery Premium confirmed and used to employ tutor in KS2 - Tutor employed to boost Y1 provision - Staff car park expansion planned for Easter 2022	Recovery Premium (Catch-up funding) being used well to benefit identified pupils that have been disadvantaged due to school closure.	- Plan KS2 playground and get 1 further quote - Car Park expansion Easter 2022 - Consider staffing going forward with the double intake year leaving Summer 2022. - Pursue the set-up of a school credit card. - Recruit 1 x TA to cover maternity leave in Y1 - Phonics and reading scheme to be purchased going forward - Explore revising Letting Policy to charge for external club provision - Apply for funding from the Diocesan condition grant to repair the roof - Explore alternative Grounds Maintenance contract that is fit for purpose
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STAFF

- New staff (ECT and part-time experienced teacher) have settled well. - Supporting ECT with weekly mentor meetings and engaging with UCL as Lead Provider through Teaching School Hub Berkshire (Langley Grammar). - Y1 staff providing EYFS this term. Continually monitoring and assessing pupil need.	- We retain high quality teaching staff across the school. - Staffing structure in place and handover planned to ensure pupils needs are known and planned for in September.	- Ensure all Performance Appraisal is conducted for all staff - Continue to provide support and monitor progress of ECT - Replace Y1 TA for maternity cover like with like - Explore additional ELSA provision - Plan for staffing 2022-23
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STAFF WELLBEING

- Staff wellbeing as part of the Performance Appraisal process. - Weekly staff fitness club set up by staff member. - Assistant Head receiving DfE funding to access Senior Mental Health Lead training	- Staff know how to access support if needed. - Replaced laptops have reduced stress with technology. - Performance Appraisal discussions are an opportunity for staff to share any concerns about wellbeing. Mental First Aiders on staff team to support if need identified too.	- Staff fitness club to continue. - Continue to place a focus on staff wellbeing during Performance Appraisal discussions and target setting process. - Continue to signpost staff to support if needed. - Review staff workload as part of a staff wellbeing questionnaire.
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Statistical Data

Number on roll										
Below is a chart showing the number of pupils for week ending – 05/11/2021										
Year Group		Number on roll			Boys			Girls		
Reception		30			11			19		
Year 1		30			16			14		
Year 2		30			14			16		
Year 3		30			17			13		
Year 4		31			19			12		
Year 5		30			13			17		
Year 6		59			26			33		
TOTAL		240			116			124		
First Language										
Albanian	Bengali	Bulgarian	Chinese	English		Hindi	Lithuanian	Panjabi	Polish	Refused
1	1	1	3	229		1	1	1	1	1
0.42%	0.42%	0.42%	1.25%	95.4%		0.42%	0.42%	0.42%	0.42%	0.42%
Ethnicity										
Bangladesh i	Black & any other Ethnic Group	Chinese + Any Other Ethnic Group	Filipino	Indian	Other Asian	Other Black	Other Ethnic Group	Hong Kong Chinese		
1 (0.42%)	1 (0.42%)	1 (0.42%)	1 (0.42%)	10 (4.2%)	2 (0.84%)	1 (0.42%)	1 (0.42%)	1 (0.42%)		
Other Mixed Background	Other Pakistani	Refused	Turkish Cypriot	White and any other Asian Background	White and Black African	White and Black Caribbean	White and Chinese			
2 (0.84%)	3 (1.25%)	1 (0.42%)	1 (0.42%)	9 (3.75%)	1 (0.42%)	4 (1.67%)	2 (0.84%)			
White Eastern European	White English	White and any other Ethnic Group	White European	White Irish	White Other	White Western European	Other White British	White and Indian		
3 (1.25%)	166 (69.2%)	8 (3.33%)	4 (1.67%)	1 (0.42%)	4 (1.67%)	7 (2.92%)	4 (1.67%)	1 (0.42%)		
Religion										
Anglican	Christian	Church of England	Church of Ireland	Hindu	Jewish	Muslim	No Religion			
5 (2%)	49 (20.5%)	78 (3.25%)	3 (1.25%)	2 (0.84%)	2 (0.84%)	6 (2.5%)	54 (22.5%)			
Other Religion	Refused	Roman Catholic	Sikh	Buddhist	Methodist					
3 (1.25%)	6 (2.5%)	20(8.4%)	10 (4.2%)	1 (0.42%)	1 (0.42%)					
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			
Autumn 2021	29	6	Autumn 2021	2	19	1	22			

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Attendance

Attendance		Target 2021-22: tbd	
Whole School End of Year	Pupil Attendance %	Pupil Attendance % 01/09/21 – 22/10/2021	
		Class	
Sept 2012 – July 2013	95.7%	EYFS	94.9%
Sept 2013 – July 2014	96.6%	Year 1	93.5%
Sept 2014 – July 2015	96.8%	Year 2	98.5%
Sept 2015 – July 2016	97.1%	Year 3	96.9%
Sept 2016 – July 2017	96.9%	Year 4	93.9%
Sept 2017 – July 2018	96.6%	Year 5	96.3%
Sept 2018 – July 2019	96.5%	Year 6	93.4%
Sept 2019 – July 2020	95.3%	TOTAL (Whole School)	95.1%
Sept 2020 – July 2021	96.7%		

Staff CPD training

Autumn Term 2021			
Date	Staff	Course/training	Lead
01/09/21	All teachers and TAs	Safeguarding – basic Awareness and KCSIE updates	Jo Griffith
13/09/21 and ongoing throughout the year	1 x teacher (ECT)	Early Career Teacher training	UCL
13/09/21 and on-going throughout the year	1 x teacher	ECT Mentor training	UCL
13/09/21 and on-going throughout the year	1 x teacher	ECT Induction Tutor training	UCL
22/09/21	SENCO	SEMH Network	RBWM
30/09/21	1 x teacher	Ofsted Deep Dive	RBWM
30/09/21	Headteacher	Oxford Diocese network	Oxford Diocese
04/10/21	SENCO/DSL	Safeguarding Conference	RBWM
06/10/21	Bursar	Bursar Support	RBWM
15/10/21	Headteacher	Education Leadership Forum	RBWM
15/10/21	Headteacher	The Power of a Well School	ASCL
18/10/21	DSLs x 4	DSL Network/update	RBWM
04/11/21	Bursar	SFVS	RBWM

Record of Governor Training/Courses Attended 2021/2022

Date	Governor	Course/Training	Lead/Location
Autumn 2021			
9 th September	Carol Elsasser	Clerk's Briefing Session	RBWM – via Zoom
15 th September	Jo Steel	New Governors Induction Part 1 – Strategic Leadership	Homer First School, Windsor
23 rd September	Barry Aherne	Monitoring Year to Date figures (RBWM monthly monitoring spreadsheet)	RBWM - via Zoom
23 rd September	Wendy Poulter	Monitoring Year to Date figures (RBWM monthly monitoring spreadsheet)	RBWM - via Zoom
23 rd September	Andi Williamson	Monitoring Year to Date figures (RBWM monthly monitoring spreadsheet)	RBWM - via Zoom
6 th October	Jo Steel	New Governors Induction Part 3 – Evidence building for accountability	Homer First School, Windsor
13 th October	Dolapo Ogunbawo	Pupil Premium Governance	Via zoom
13 th October	Jo Steel	Pupil Premium Governance	Via zoom
3 rd November	Jo Steel	New Governors Induction Part 4 – Safeguarding the Governors Role	Homer First School, Windsor
3 rd November	Jonathan Sharland	New Governors Induction Part 4 – Safeguarding the Governors Role	Homer First School, Windsor

Staffing

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

Staff Absence	01/09/21 – 05/11/21	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)	24.5	54	22.5	60	28	43	8
Teaching Assistants (11.7)	32.5	243.5	72	156.5	74	53	91.5
Non-teaching (3)	5	91	1	4.5	6	18	37
TOTAL	62 days	388.5 days	95.5 days	221 days	108 days	114 days	136.5 days

Behaviour and Incident reporting

We have no reported incidents of racist behaviour to report.
 We have no safeguarding incidents to report.

COVID-19

- **No class bubbles have had to collapse.**
- [Risk Assessment](#) in place and updated as necessary.
- Risk Assessments for all clubs and lettings in place and updated as necessary.
- Procedures for staff and parents should a child shows symptoms created and shared.
- Asymptomatic testing of staff underway twice weekly for the vast majority of staff (including kitchen staff and specialist staff).
- The [Contingency Plan](#) is in place that details plans in the event of various scenarios including bubble closures.
- [Catch-Up Funding](#) plan is in place and intervention teaching has been in place since October 2020.
- [Remote Learning Policy and Agreement](#) is in place and has been shared with staff, Governors and Parents.
- Governor visit to ensure all necessary procedures, policies and risk assessments in place.

Policies reviewed this term

Standards and Curriculum Committee
Looked After and Previously Looked After Pupils Policy
SEND Policy
SEND Information Report
Attendance Policy
Managing Allegations Against Other Pupils Policy
Prevent Policy
Remote Learning Policy
Accessibility and Disability Policy

Early Career Teachers Policy
Finance and Resources Committee
Volunteers in School Policy
Visitors in School Policy
Whistleblowing Policy
Accident and Incident Procedures
Pupil Premium Policy
Admissions Committee
Admissions Policy
Guidance Notes and Admission Arrangements 2023/24
Governing Board
Home School Agreement
Fire Drill Procedures
Governing Boards Terms of Reference
Safeguarding and Child Protection Policy

Conclusion

We have settled well back into school routines. It's slightly disappointing that we're working in bubbles once again now but we're hopeful it'll keep us safe!

My thanks go to the staff team for being so flexible and supportive of each other. Also, thanks to the Governors for their support and advice.

We look forward to a productive term ahead leading us to Christmas celebrations of one kind or another!



Mrs Jo Griffith
Headteacher

GLOSSARY

AfL	Assessment for Learning
APS	Average Point Score
ARE	Age Related Expectations
CAHMS	Child and Adult Mental Health Service
CIN	Child In Need
CPD	Continual Professional Development
CSA	Compulsory School Age
DBS	Disclosure and Barring Service
DfE	Department for Education
DSL	Designated Safeguarding Lead
DT	Design and Technology
EAL	English as an Additional Language
ECF	Early Career Framework
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
ELSA	Emotional Literacy Support Assistant
EMAG	The Ethnic Minorities Advocacy Group
Ever 6	Those who continue to attract PPF who have been on FSM in the past
EYFS	Early Years Foundation Stage (Reception Year)
FFT	Fischer Family Trust (data)
FSM	Free School Meals
GDPR	General Data Protection Regulations
GDS	Greater Depth Standard
GLD	Good Level of Development (pupils have met or exceeded in the prime areas– PSE; physical and communication and language. And the ELGs in mathematics and literacy).
HLTA	Higher Level Teaching Assistant
HR	Human Resources
HT	Headteacher
HUGG	Huge Unbelievably Great Goal
ICT	Information, Communication and Technology
IEP	Individual Education Plan
KCSIE	Keeping Children Safe in Education (safeguarding document .gov.uk)
KS1	Key Stage 1 (Year 1 and 2)
KS2	Key Stage 2 (Year 3 to Year 6)
LA	Local Authority
LADO	Local Authority Designated Officer
MASH	Multi Agency Safeguarding Hub
MFL	Modern Foreign Language
MTC	Multiplication Tables Check
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
OFSTED	Office for Standards in Education, Children's services and skills
OT	Occupational Therapy
P4C	Philosophy for Children
PE	Physical Education
PPF/G	Pupil Premium Fund/Grant

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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
SP&G	Spelling, Punctuation and Grammar
TA	Teaching Assistant
TDM	Teacher Development Meeting
WTS	Working Towards Standard