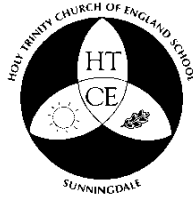


Holy Trinity Church of England Primary School



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Chair of the Governing Board: J.Steel

HEADTEACHER'S REPORT

J.Griffith

TO THE GOVERNING BOARD OF Holy Trinity Church of England Primary School Spring Term 17th March 2026

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

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

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

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SIAMS November 2025 – Judgement 1 – Holy Trinity is living up to its foundations as a Church school and is enabling pupils and adults to flourish.

Notable strengths:

- The school is a deeply caring community in which pupils and adults are known as individuals. As a result, they flourish and are committed to the flourishing of others.
- The vision, values and mantra by which the school lives are clearly understood and enthusiastically followed by pupils and adults across the school. This means that they apply them to their interactions and strive to live the vision.
- Leaders and adults are passionate in their care for pupils at the school, particularly those who are deemed to be vulnerable. As a result, pupils experience a real sense of belonging at Holy Trinity, fostered by many shared experiences.
- Older pupils enjoy the responsibilities they have as leaders and supporters of their younger peers. This generates an atmosphere of kindness that is a hallmark of the school and contributes to pupils' wellbeing.
- The school takes many opportunities to promote pupils' spiritual development. As a result, pupils show a growing awareness of themselves as spiritual people.

Next SIAMS inspection due circa November 2030

School Context

- This voluntary aided primary school has 212 pupils on roll and is average in size.
- The school serves an area with a large proportion of social and economic wealth alongside pockets of deprivation. It is in the least deprived quintile of all schools nationally in terms of deprivation. However, our catchment is varied and includes areas of local authority housing.
- The school's postcode is classified by Acorn as 96% 'Affluent Achievers' 'Rising Prosperity' or 'Comfortable Community'.
- Pupils enter EYFS with varied abilities with the largest proportion being at average ability.
- English as a first language is 92.4% (National: 78.6% RBWM: 82%).
- The number of pupils entitled to pupil premium and Ever 6 funding is 13 (6.1%) and is well below the national average (25.7% June 2025).
- 5 pupils (2.4%) have an EHC Plan for learning difficulties, disabilities and additional needs which is below national average for primary school pupils (5.3% Jan 2025).
- 35 pupils (16.5%) are on our SEN register. 30 do not have an EHCP (14.2%). This is broadly in line with national average for primary school pupils of 14.8% (Jan 2025).
- The gender ratio is boys: 49.5% and girls: 50.4%.
- Attendance target is 97%

Attendance

	Current year to date	Absence rate	Persistent absence	Authorised absences	Unauthorised absences
Holy Trinity	96.7%	3.3%	7.5% (age 5-11) (14 pupils)	3.0%	0.4%
National state primary schools	94.6%	5.4%	18.5%	3.9%	1.2%

Persistent Absence	Current year to date	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Holy Trinity	7.5%	7.2%	6.4%	6.5%	11.9%	6.6%	8.7%	8.2%
National state primary schools	18.5%	18.2%	20%	19.5%	22.3%	12.1%	11.2%	10.1%

Staffing Structure

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

Safeguarding, Health & Safety

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

Vision and Values



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

A shared vision was reviewed (November 2024) with all

stakeholders, shared with all and implemented across the school (see front cover of this document). The recent SIAMS inspection noted as a particular strength that the vision, values and mantra are clearly understood and applied by across the school and embedded in our 'deeply caring community'. British values sit alongside Christian values to strengthen our SMSC learning and Religion and World Views Education.

Our Mantra	Our Core Christian Values	Our Termly Christian Values	Holy Trinity Rules
Believe	Forgiveness <i>Be kind and compassionate to one another. Forgiving each other, just as in Christ God forgave you.</i> (Ephesians 4:32)	Friendship <i>Love</i> Truthfulness <i>Be honest and tell the truth.</i> (Proverbs 12:17)	 Be Respectful
Achieve	Perseverance <i>Do not give up. Keep going until you reach your goal.</i> (Hebrews 12:1)	Wisdom <i>Be wise and listen to advice.</i> (Proverbs 15:32)	 Be Responsible
Inspire	Respect <i>Do as you would have them do to you.</i> (Matthew 7:12)	Justice <i>Be fair and just in every way. Do not show partiality.</i> (James 2:1)	 Be Kind
		Responsibility <i>Be responsible for your actions and the actions of others.</i> (Proverbs 11:3)	 Be Safe

Curriculum & Community

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, Kindness 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 refurbished Reading Room and Running Track (both funded by PTA) are 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 restock the Reading Room and playground activities this year.

Recent Parent Survey October 2025 based on 79 responses.

- ✓ 94.9% of parents stated their child is happy at school.
- ✓ 93.7% of parents stated their child feels safe at school.
- ✓ 87.3% of parents stated the school makes sure its pupils are well behaved.
- ✓ 83.6% of parents stated their child had not been bullied or the school had dealt well with any reported bullying.
- ✓ 83.5% of parents stated that the school had dealt with any concerns they'd raised.
- ✓ Based on 10 responses, 70% (7/10) parents stated that their child has SEND and the school gives them the support they need to succeed.
- ✓ 86.1% of parents stated that the school has high expectations for their child.
- ✓ 93.7% of parents stated that their child does well at this school.
- ✓ 92.4% of parents stated that the school lets them know how well their child is doing.
- ✓ 93.7% of parents stated that there is a good range of subjects available for their child at school.
- ✓ 96.2% of parents agreed that their child can take part in clubs and activities.
- ✓ 88.6% of parents stated that the school supports their child's wider personal development.
- ✓ 88.6% of parents would recommend this school to another parent.

Recent Staff Survey November 2025 based on 21 responses.

- ✓ 100% of staff stated that they are happy working at Holy Trinity
- ✓ 100% of staff stated that they felt valued and supported working at Holy Trinity
- ✓ 100% of staff stated that they felt leaders were considerate of their wellbeing
- ✓ 100% of staff stated that they were given opportunities for CPD
- ✓ 100% of staff stated that they agreed the school challenges and supports all pupils to succeed
- ✓ 100% of staff stated that they agreed leaders had created a calm culture for staff and pupils
- ✓ 100% of staff stated that they agreed pupils behaviour is at least good
- ✓ 100% of staff stated that they leaders support staff well in managing behaviour
- ✓ 100% of staff stated that the school deals well with any cases of suspected bullying effectively

Recent Y2 – Y6 Pupil Survey November 2025 based on 154 responses.

- ✓ 92.2% of pupils stated that they enjoy school
- ✓ 98.1% of pupils stated that their teachers help them to do their best
- ✓ 94.8% of pupils stated that their teachers listen to what they have to say in lessons
- ✓ 97.4% of pupils stated that there is an adult in school that they can talk to if something is worrying them
- ✓ 76% of pupils stated that bullying has not been a problem for them in the past or currently
- ✓ 97.4% of pupils stated that a member of staff helps them if they have a problem at lunch or playtime
- ✓ 94.2% of pupils stated that they felt safe at school
- ✓ 94.8% of pupils stated that school encourages them to look after their physical health
- ✓ 91.6% of pupils stated that school encourages them to look after their emotional and mental health
- ✓ 95.5% of pupils stated that school encourages them to be independent and to take on responsibilities
- ✓ 97.4% of pupils stated that school encourages them to respect people from other backgrounds and to treat everyone equally
- ✓ 96.8% of pupils stated that they would recommend Holy Trinity to a friend moving into the area

Recent SEND survey (14 responses from cohort of 32) (each response is worth 7.1%)

My child feels happy and safe at school			
Strongly agree 50%	Agree 35.7%	Disagree 14.3%	Strongly disagree
The school is inclusive and my child takes part in all class activities.			
Strongly agree 64.3%	Agree 35.7%	Disagree	Strongly disagree
I feel my child is being supported where needed in school.			
Strongly agree 57.1%	Agree 35.7%	Disagree 7.1%	Strongly disagree
I can see that my child is making progress, even if this may be slower than others.			
Strongly agree 50%	Agree 50%	Disagree	Strongly disagree
I know who to approach in school for advice and support on SEND issues.			
Strongly agree 78.6%	Agree 21.4%	Disagree	Strongly disagree

School staff are friendly and supportive and they listen to concerns about my child.				
Strongly agree 71.4%	Agree 28.6%	Disagree	Strongly disagree	
The school supports my child with social, emotional and mental health issues.				
Strongly agree 50%	Agree 35.7%	Disagree 7.1%	Strongly disagree 7.1%	
My child feels they have someone to talk to if needed.				
Strongly agree 35.7%	Agree 50%	Disagree 7.1%	Strongly disagree 7.1%	
Work is adapted so that my child can access learning at their own level.				
Strongly agree 28.6%	Agree 50%	Disagree %	Strongly disagree 7.1%	Not applicable 14.3%
I am informed about specific interventions my child has in school.				
Strongly agree 42.9%	Agree 14.3%	Disagree 28.6%	Strongly disagree 1.7%	Not applicable 7.1%
Targets on IEPs (now PLPs) are shared with me and are appropriate to my child's needs.				
Strongly agree 28.6%	Agree 21.4%	Disagree	Strongly disagree 14.3%	Not applicable 35.7%
Classroom staff offer suggestions so that I can support my child at home.				
Strongly agree 35.7%	Agree 35.7%	Disagree 7.1%	Strongly disagree 14.3%	Not applicable 7.1%
Reasonable adjustments are made for my child to cope at school (eg. uniform adjustments; later starts/early pick-ups/reduced timetables; movement breaks and fidget toys if necessary).				
Strongly agree 35.7%	Agree 50%	Disagree	Strongly disagree 7.1%	Not applicable 7.1%
Behavioural incidents are dealt with quickly and effectively in line with the school's Behaviour Policy.				
Strongly agree 42.9%	Agree 50%	Disagree	Strongly disagree	Not applicable 7.1%
The SENCo shares resources and directs me to information which may be useful to support my child.				
Strongly agree 71.4%	Agree 21.4%	Disagree	Strongly disagree	Not applicable 7.1%
Have you accessed any of the workshops or resources recommended/shared by SENCo?				
Yes 57.1%		No 42.9%		
The SENCo makes time for parents to discuss concerns and progress.				
Strongly agree 64.3%	Agree 21.4%	Disagree 14.3%	Strongly disagree	
I am kept up to date with reports and feedback when external professionals are involved.				
Strongly agree 50%	Agree	Disagree	Strongly disagree	Not applicable 50%
The school's policy on SEND is clear and I know where to access it.				
Strongly agree 35.7%	Agree 50%	Disagree 14.3%	Strongly disagree	
The school website contains useful information about SEND.				
Strongly agree 42.9%	Agree 57.1%	Disagree	Strongly disagree	

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.
- New staff to EYFS and KS1 trained in ELS.
- Baseline completed in EYFS
- Phonics baseline completed in Y1 2025.
- Planning in Y1 adapted to ensure phonics teaching and catch-up is a priority.

Next Steps:

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

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

Steps taken:

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

Next Steps:

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

Points for Development from SIAMS November 2025 Inspection and Steps Taken

Embed the changes to the religious education (RE) curriculum, particularly around religious and non-religious world views. This is to develop the knowledge of pupils over time.

Steps taken:

- RE Leader continued to attend ODBE RE Network Meetings

Next Steps:

- Monitor RE teaching and learning throughout the year – books, teaching and pupil voice to understand how pupil's knowledge is developing.

Develop systematic opportunities for pupils to learn about justice. This is to enable pupils to reflect on this within their lives and enhance their understanding of the difference they can make.

Steps taken:

- RE Leader continued to attend network meetings with ODBE and disseminated to staff.
- RE Leader working alongside church team to develop a link with Action Sri Lanka – this has been introduced to pupils and will be developed.
- Pupils 'Living our Vision' continue to be recognised and celebrated.

Next Steps:

- Plan CW in summer 1 for pupils to learn about justice in a meaningful and relatable way.

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School Development 2025-26

TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Autumn 1 2025	CORE SUBJECTS: to continue to deliver excellent learning opportunities that result in high standards of attainment. Ensure teachers' subject knowledge is secure and opportunities for quality CPD are offered. BEHAVIOUR: To share with parents a consistent whole-school approach to managing emotions via the Attachment Aware Silver accreditation. INTERNET SAFETY: To ensure pupils know how to keep themselves safe on-line. PHYSICAL & MENTAL HEALTH: To focus on pupil and staff wellbeing and further embed Spacemakers. 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, Religion and World Views Education and Computing Y1 – Y6.	Embed a whole school approach to developing opportunities for all to explore spirituality: To use Space Makers as a main tool to provide opportunities for pupils and staff to explore spirituality. Impact will show pupils and staff benefit from taking time to reflect, explore and focus on themselves. This may also have a positive impact on relationships with each other.
Term 2 Autumn 2 2025		Embed The Holy Trinity Way and further develop coaching practice in staff teams: To provide quality and meaningful CPD and coaching for teachers to be reflective on their own practice and enhance the learning experience for pupils. Impact will show teachers are self-aware of their teaching strategies and coaching support is provided by Heads Team to further develop teaching and learning.
Term 3 Spring 1 2026		Opportunities for pupils to produce independent writing: To ensure pupils have opportunities for extended, independent pieces of writing across the curriculum. Impact will show pupils are producing extended pieces of writing across subjects to apply skills and GPS taught in The Write Stuff lessons.
Term 4 Spring 2 2026		Embed a whole school approach to developing opportunities for all to explore spirituality: To use Space Makers as a main tool to provide opportunities for pupils and staff to explore spirituality. Impact will show pupils and staff benefit from taking time to reflect, explore and focus on themselves. This may also have a positive impact on relationships with each other.
Term 5 Summer 1 2026		Embed The Holy Trinity Way and further develop coaching practice in staff teams: To provide quality and meaningful CPD and coaching for teachers to be reflective on their own practice and enhance the learning experience for pupils. Impact will show teachers are self-aware of their teaching strategies and coaching support is provided by Heads Team to further develop teaching and learning.
Term 6 Summer 2 2026		Opportunities for pupils to produce independent writing: To ensure pupils have opportunities for extended, independent pieces of writing across the curriculum. Impact will show pupils are producing extended pieces of writing across subjects to apply skills and GPS taught in The Write Stuff lessons.

INTENTION	IMPLEMENTATION SCHOOL DEVELOPMENT	IMPACT EXPECTED OUTCOMES AND SUCCESS
We intend to continue to provide an excellent, inclusive Curriculum and Teaching	Independent Writing: to provide pupils with a variety of opportunities across the curriculum to produce independent writing. Early Reading: to continue to ensure all staff are trained in ELS to ensure pupils master early reading whatever year group they are in. CPD (WalkThrus) To provide quality and meaningful CPD and coaching for teachers to be reflective on their own practice and enhance the learning experience for pupils.	➤ Impact will show pupils are able to apply writing skills taught and practiced in The Write Stuff lessons and produce longer pieces of writing. ➤ Impact will show the percentage gap of children achieving expected in Writing compared to Maths and Reading is closing. ➤ Impact will show pupils make good progress in reading across all year groups. ➤ Impact will show a consistent and effective suite of teaching strategies are employed purposefully by staff.
We intend to continue to focus on pupils' Achievement	Year 1 attainment: to carefully plan adapted learning to meet the needs of this cohort. Adapt teaching to focus on early reading and writing. Greater Depth Writers: to ensure GD writers have the opportunity to develop and master their writing.	➤ Impact will show accelerated progress of Year 1 cohort in early reading and writing to be more in line with national averages. ➤ Impact will show pupils independent writing displays consistent characteristics of greater depth of at least 10% per class.
We intend to focus on further developing positive, inclusive Behaviours and Attendance	Behaviours: Continue to ensure all pupils are safe and happy in school. Any bullying behaviours are reported and dealt with swiftly and appropriately by adults. Attendance: Leaders work closely with families who cause concern for attendance. Appropriate and timely support is given to improve attendance.	➤ Impact will show reduced number of reported incidents and pupils feeling confident to report any concerns. ➤ Impact will show any swift and timely interventions into reported bullying behaviours has a positive result. ➤ Impact will show % of persistent absence is reduced. ➤ Impact of timely and appropriate interventions/support for pupils whose attendance is causing a concern will show in improved attendance data for those pupils.
We intend to promote wider opportunities for Inclusion, Personal Development and Wellbeing	Spirituality: To have a shared understanding of what is meant by 'Spirituality'. Plan specific opportunities in Collective Worship and throughout the curriculum for pupils to experience this. PSHE Curriculum: To ensure Holy Trinity plans in this area are updated to reflect pupil need at Holy Trinity. British Values: Ensure they are known by pupils and incorporated into our Holy Trinity Curriculum.	➤ Impact will show a shared definition and understanding of spirituality positively affects planned opportunities across the curriculum for all community members to experience this. As a result, all community members feel more fulfilled and this positively impacts their sense of wellbeing. ➤ Impact will show PSHE is well taught and well-sequenced. Pupils personal, spiritual, moral, social and cultural development is well planned and prioritised. ➤ Impact will show pupils know and live British Values; linked to our school vision, rules and values.
We intend to continue to provide excellent Leadership & Governance	School Vision: To continue to embed and monitor the impact of our vision. Highlight and celebrate all community members living our vision. Governance: To provide appropriate training for those new to roles. CPD for staff: To develop a bespoke programme to reflect SDP and individual needs. Ensure The National College CPD offer is utilised as appropriate. Emotion Coaching: To continue our emotion coaching practice and extend this knowledge to the parent body.	➤ Impact will show our vision is known and lived by all school community members. ➤ The impact that celebrating those who live our vision is to inspire others and to create an authentic environment that reflects our vision. ➤ Impact will show that Governors are confident and trained to fulfil their role of support and challenge to school leaders. ➤ Impact will show staff are well-trained and feel fulfilled in their work. ➤ Impact will show parents providing successful emotion coaching practice reflecting and working in tandem with the school's approach. (Silver Attachment Aware award achieved).
We intend to continue to invest in and further develop our premises & facilities	Playtime activities: inside and out. Outdoor facilities: Re-surfacing of staff car park. Premises: windows in hall and corridor replaced. LED lighting fitted in hall. Hall decorated and floor replaced. Flooring in Reading Room replaced.	➤ Impact will show pupils are enjoying playtimes and the range of activities caters for all pupils' needs. ➤ Welcoming and attractive site. ➤ Hall space is in good repair and our carbon footprint is reduced.
We intend to further develop our Christian distinctiveness & vision	Collective Worship: To provide opportunities for stillness and reflection in Collective Worship. To develop leadership across whole school to create a child-led special place for worship. RE: To continue to deliver an effective Religion and World Views curriculum with planned opportunities for deep thinking and independent writing. To introduce and celebrate the global nature of the Christian Religion. SIAMS: To create SIAMS self-evaluation working document & to provide CPD for stakeholders.	➤ Impact will show increased opportunities during Collective Worship for stillness and reflection. ➤ Spiritual Leaders are instrumental in promoting Prayer Spaces. Pupils find the spaces inspiring and comforting. ➤ Impact will show staff are confident in RE teaching and assessment. ➤ Impact will show pupils' knowledge and understanding in RE is progressive and provides opportunities in RE for deep thinking & learning. ➤ Impact will show pupils are in receipt of engaging and relevant RE. ➤ Impact will show a development in pupils' understanding of Christianity as a global faith

Curriculum and Teaching

(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		
- EYFS Cluster attended - Autumn data collected, analysed and Pupil Progress meeting held to discuss barriers/concerns. - Training for EYFS TAs sought.	- High focus on reading and encouraging reading including parents in the process. - EYFS staff trained to support early language development. - Smooth transition into Reception class reflects impact of early transition planning in May time. - Support and sharing of ideas with local EYFS teachers impacts on workload and wellbeing.	- 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. - Paediatric First Aid training for all EYFS team (2 out of 4 currently trained). - Continue with EYFS cluster meetings. - Track EYFS progress termly. - Plan suitable activities for the boy-heavy cohort. - Explore enhancements for outside covered area.
Writing		
- Entered BBC 500 Words writing competition to promote independent writing. - Continued to adapt the Y1 curriculum to engage and inspire writing for Y1 cohort, providing plenty of opportunities to apply writing skills. - SDP explicit in ensuring pupils have opportunities to write independently, applying writing skills learnt in TWS units. This gives more opportunities for displaying greater depth standard in writing. - Greater Depth writing a focus for internal moderation/monitoring and cluster moderation. - Y6 teacher attended AfC training on SATS writing expectations. - Cluster Writing Moderation for each year group teacher to discuss judgments and writing content for their year group.	- Writing is a main development focus throughout the school and remains high profile. Governors have monitored the progress of writing and seen the assessment tools used by teachers to grade writing. - English Leader has a good grasp on standards and provision in the subject. - Lesson monitoring evidences high standards of teaching in writing and being applied across curriculum areas.	- TWS demo videos on website for parents and pupils to access. - Continue to monitor provision and standards across writing throughout the curriculum. - Develop further opportunities for pupils to develop their independent writing and showcase greater depth skills in writing. - Plan half termly independent writes that give the opportunities for pupils to 'free write' outside of TWS units.
Phonics and Reading		
Pupil data gathered and analysed – a focus for discussions in all Pupil Progress Meetings with class teachers.	Attainment in phonics is above national average.	- Monitor impact of new reading comprehension resources. - PTA to fund an outdoor Reading Shed to provide books

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- Pupils throughout KS2 in need of intervention with early reading in place. - Parent volunteer readers in place. - Planned Y1 phonics carefully to ensure pupils are secure in knowledge and make progress. - Additional daily TA support with reading in Y1. - Engaged student volunteers from St. George's to support Y1 readers.	- 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.	for pupils to read at play/lunchtimes. Continue to track Y1 phonics progress closely.
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HOLY TRINITY CURRICULUM

- Year 1 curriculum in Autumn Term 2025 adapted to meet the needs of pupils still working on EYFS. Spring term 2026 has been more in line with NC with some adaptations. - Subject Leaders continued to attend subject leader networks in ODBE and AFC to ensure Holy Trinity Curriculum reflects guidance and best practice. - SIAMS inspected RE curriculum closely – commented on strong teaching and comprehensive curriculum.	'Essential Knowledge' is clear for all subjects in all year groups. - Teacher knowledge for all subjects is fully supported through the use of Kapow and subject association subscriptions. - Governors aware of their role in knowing the vision for the curriculum at Holy Trinity. - School Leaders have a shared vision for Holy Trinity Curriculum. They are clear about progression, end points and continuity for their subject across the school. - Pupils are in receipt of a broad and balanced curriculum with a range of opportunities. - Parents aware of curriculum content and how they can support their child.	- Subject leaders to audit teacher knowledge and confidence in delivering the foundation subjects. - Ensure HT PSHE curriculum plans reflect Kapow and new Sept 2026 changes. - Marking and feedback in foundation subjects consistent and meaningful. Informs planning and next steps and teacher assessment of retention of Essential Knowledge. - Update Computing Curriculum to reflect changes in Purple Mash. Also to include separate 2BeSafe curriculum. Provide staff CPD.
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CURRICULUM IN ACTION

Trips, visits and visitors this year: - Author visit to open the Reading Room - Y1 to The Lookout (Science) - Y2 Great Fire of London Workshop (History) - Y4 to Ufton Court (History) - Y5 to Ufton Court (History) - Y6 eight pupils to St. George's for an immersive drama experience - Y6 Chertsey Museum WWI workshop (History) 'Emerging Technologies' Y1 to Y6 (Computing) - Y6 to church and the graveyard to discover WWI history (History) - Y3 to Butser Farm (History)	- Pupils have experienced a variety of enhancements to the curriculum to make the Essential Knowledge '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.	- 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 parents know how to make termly payment (especially new Reception parents) in order to ensure we can continue to afford to provide these opportunities. See website here.
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• Y4 to panto at St. George's (Drama) • 11 x Y6 to Drama production @ St. George's (Drama) • Y3 to Eton College (History- Ancient Egypt) • 'Zoom' drama production for EYFS & KS1 • Y1 Toy Workshop from Chertsey Museum (History) • Y5 to Oxford Science Centre (Science) • Y1 to Pizza Express (DT- Food Tech) • Y2 to Brooklands Museum (History) • Y4 Residential (1 night) to Phasel Woods (PSHE) • All classes – Science Workshops (Science) • Y5 Ascot Bake-Off (DT – Food Tech) • Y4 and Y5 Bikeability • Y6 Maths Competition (Reading College) • Y5 and Y6 National Maths Competition • Y6 Drama Production at Charters Local Activities: (See also sporting activities this term) • Y6 visits to secondary schools • Harvest Services at Church • Y4 to St. George's for their panto • Choir performed at Lynwood • Cluster Meetings • Choir and Head Boy/Girl involvement at the Sunningdale Lights switch on. • 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 Harvest and Christmas Services and to Class Assemblies this term. • Parents invited to the Reading Room opening/ Local author present. • Parents invited to their child's Class Assembly to hear about the curriculum learning.		
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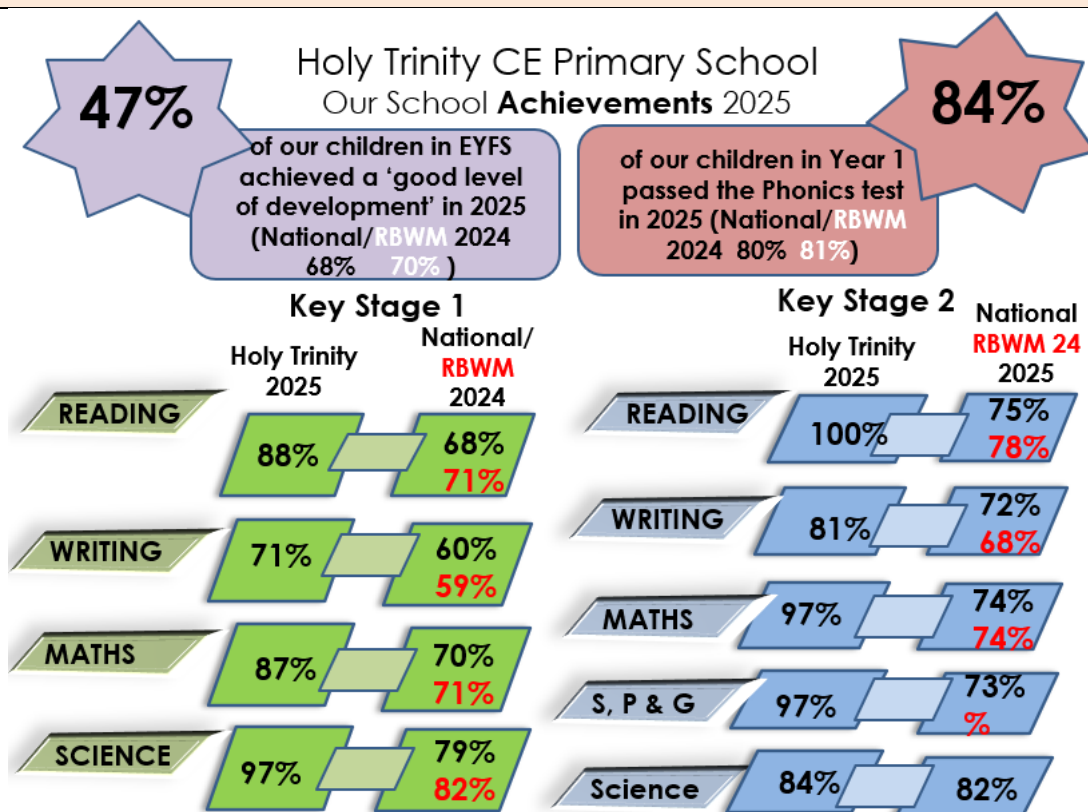
CULTURAL CAPITAL/DEVELOPMENT

- World Views units included in Religion and World Views Education is a key opportunity to introduce the pupils to additional cultures and viewpoints. Coupled with our value of 'Respect'.
- Educational visits and experiences planned to offer opportunities to pupils.
- Continued work with EWO and families for whom absence is a concern.
- Continued to support families financially if in need.
- Continued to expose pupils to other cultures through our curriculum and celebrate differences through curriculum delivery.

- Children invited to share own culture giving them confidence in public speaking & to be proud of their culture.
- Children learning more about the cultures shared in our Holy Trinity Family.
- Children and families have had access to school staff to be able to share concerns and continue to offer advice and support.

- Continue to plan educational visits and trips to provide our pupils with cultural and educational opportunities.
- Discuss specific gaps our disadvantaged pupils have and plan for strategies to support them.

ACHIEVEMENT



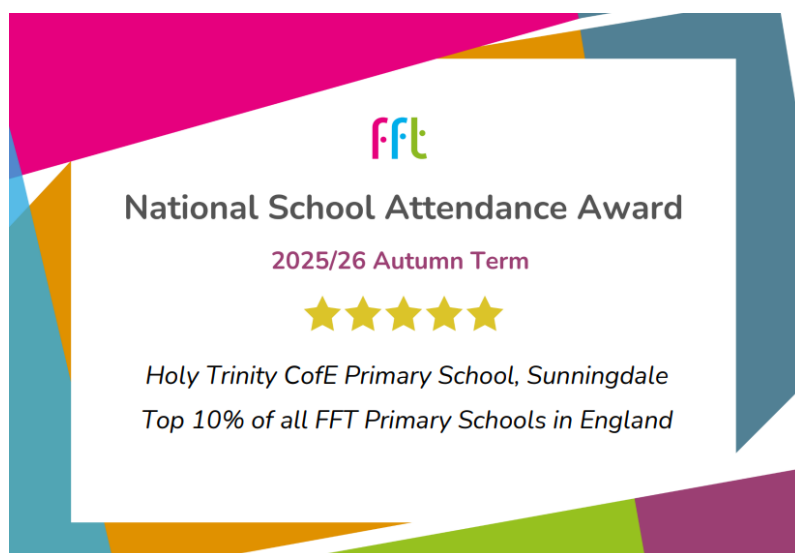
Y4 MTC Trends over time

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

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

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| <ul style="list-style-type: none"> Tracking Y1 writing and reading closely during autumn term (data breakdown of EYFS data on Governor Zone). Provision continues to be tailored and adapted to meet needs of pupils. Data harvest at end of Autumn term. Pupil Progress Meetings held with all class teachers to discuss barriers, successes and interventions. Main points shared with SACC. Data analysis completed for groups and whole school. Shared with SACC Governors. IDSr shared with Governors – highlights strengths and areas for development. Y6 Booster classes in place to support identified pupils with additional teaching. | <ul style="list-style-type: none"> Pupils identified have been in receipt of regular catch-up intervention (additional teaching in small groups.) Specific learning objectives have been identified by teachers and the catch-up teaching is highly focused. Pupils' attainment continues to be negatively impacted by school closures (especially writing). Pupil Progress Meetings – common barrier that has been identified by teachers is time to conduct planned interventions. Also negatively impacted by staffing absences and reductions. New assessment (NTS) for Reading and Maths from Y2 to Y6 has provided clarity and consistency in teacher assessments and the ability to compare nationally. | <ul style="list-style-type: none"> Data harvest at end of Spring term. Compare EYFS GLD when national/local data available. Track progress of disadvantaged pupils carefully to analyse gap and monitor if it's closing over time. |
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BEHAVIOUR				
Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?		
Behaviour Policy & Attachment Aware				
- Bronze Plaque for Attachment Aware Award and banner on display. - Planned Silver Project with Educational Psychologist – focus will be on providing support for parents with Emotion Coaching and Zones of Regulation. - Worked alongside our Educational Psychologist to facilitate a workshop for parents on emotion coaching and regulation techniques. 21 parents attended. - Continued to embed Behaviour Policy and ensured expectations are consistent and known by all. - Provided a parents talk on 'Resilience' by Dr. Hestor Bancroft. 16 parents + 7 staff attended. - Appointed Wellbeing Ambassadors for 2025-26.	- 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 are well supported with regulating emotions in school.	- Ensure Emotion Coaching (Attachment Aware) materials are available for parents on our website. - Advertise the second parent workshop on emotion coaching with parents. - Explore ideas for rewards once pupils have received a Bee Badge. Explore with staff and School Council.		
ATTENDANCE (From Dfe VYED)				
DfE comparisons				
With RBWM schools:				
Attendance measure ▲	Percentage	Ranking ⓘ		
Overall attendance	96.6%	You are ranked 6th out of 46 schools		
Overall absence	3.4%	You are ranked 6th out of 46 schools		
Authorised absence	2.9%	You are ranked 9th out of 46 schools		
Unauthorised absence	0.5%	You are ranked 4th out of 46 schools		
Persistently absent	8.1%	You are ranked 15th out of 46 schools		
Severely absent	0.0%	You are ranked 1st out of 46 schools		
National comparison:				
	Your overall attendance 96.6%	You are in decile 1, the top 0-10% of schools ⓘ		
Decile ⓘ	Decile description ⓘ	Number of schools ⓘ	Lowest in decile ⓘ	Highest in decile
1	Top 0-10%	1669	96.5%	100.0%
2	Top 10-20%	1669	96.1%	96.5%
3	Top 20-30%	1669	95.7%	96.1%
4	Top 30-40%	1668	95.4%	95.7%
5	Top 40-50%	1668	95.1%	95.4%
6	Bottom 40-50%	1668	94.7%	95.1%
7	Bottom 30-40%	1668	94.3%	94.7%
8	Bottom 20-30%	1668	93.8%	94.3%
9	Bottom 10-20%	1668	93.0%	93.8%



- Attendance since 01/09/25: **96.6%**
- Requests for term-time absence this academic year:
 - **47 requests** (not total of days, not including medical appointments)
 - **24 authorised** (not yet CSA, religious holidays, school visits, funerals, entrance exams, music exams, sporting event)
- **19 unauthorised** requests (holidays). **The total number of schools day lost to family holidays so far this year: 70.5 days.**
- Attendance Lead tracking attendance half-termly and contacting parents via letter/phone/in person as necessary.
- Letters of concern around attendance sent to parents from Headteacher.
- Attendance meetings with families of high concern.
- EWO commented that our attendance is comparatively good.
- IDSR attendance markers are good.
- Attendance Lead has attended RBWM network meetings and engaged with strategies and suggested toolkits to improve and support attendance.

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

- Continue to work with the EWO and families whose attendance is causing concern. Offer support where possible.
- Continue to send letters of attendance concern to parents.
- Work with attendance link Governor to monitor absence and procedures.
- Continue to ensure attendance is a standing agenda item on all Governor Meetings.
- Continue to provide governors with attendance data via HT reports.
- Plan for any further intervention needed for identified pupils through Attachment Aware action plan/project.
- Monitor attendance of pupils to any alternative provision – regular communication with AP providers and parents.

PERSONAL DEVELOPMENT AND WELLBEING

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?		
LEARNERS BROADER DEVELOPMENT				
Fundamental British Values				
				
Democracy	Rule of law	Individual liberty	Mutual respect	Tolerance of those with different faiths and beliefs
Recognising that everyone has a voice within school and society.	Understanding and respecting rules and recognising that laws are there to ensure fairness and safety.	Understanding human rights and responsibilities and the freedom people have to make their own choices in life.	Showing respect for others and expecting to be treated with respect in return.	Respecting and appreciating diversity and understanding that everyone holds different views and beliefs.
- SIAMS report recognises that HT is 'deeply caring community in which pupils and adults are known as individuals. As a result they flourish and are committed to the flourishing of others.' - Continued to publicly recognise, encourage and celebrate pupils' 'Living the Vision' and showing courageous advocacy. - ELSA (pastoral support) provided now training is complete and identified pupils are in receipt of ELSA support. - Fundamental British Values explored with pupils in Collective Worship – on website here. - NSPCC Workshops for Y2, Y5 and Y6. - Guitar assembly – performance to parents and rest of the school. - Ukelele performance for parents. - Involvement of Y6 in Christmas Fair – running stalls. - Choir entertained the residents at Lynwood Care home with Christmas Carols. - Digital Leaders leading a weekly Computing Club. - Clubs other than sports clubs offered this term: - Y6 Pupil Leaders have grown in confidence and shown great leadership skills when organising and presenting to our school family and visitors. - Our termly values are discussed and explored through Collective Worship promoting pupils' character development and understanding. - Pupils are inspired to 'live our vision' by witnessing peers do so and be recognised for it. - Pupils are exposed to discussions about tolerance and respect often. They have the chance to see others' views and show respect. - School is providing a wide range of extracurricular clubs providing pupils with a range of experiences and opportunities to develop their personal development. - Continue to provide ELSA and Nurture groups for identified pupils. - Trips, visits and visitors planned to enhance Holy Trinity Curriculum and provide cultural experiences for our pupils. - Continue to make regular use of Space Makers in Collective Worship to provide pupils and staff with the opportunity to be reflective and mindful exploring their own sense of spirituality. - Ensure Fundamental British Values (FBV) are known and understood by pupils and woven into the curriculum. The links to our own values and vision are made explicit. - Introduce pupils with age-appropriate materials to the protected characteristic defined in the Equality Act 2010. - Ensure any child attending AP continues to receive a PSHE and RHSE programme.				

➤ Gardening ➤ Cookery ➤ French ➤ Spanish ➤ Chess ➤ Homework ➤ KS1 Arts and Crafts ➤ KS2 Art ➤ Choir ➤ Guitar ➤ Ukelele ➤ Computer Coding/robotics ➤ Drama ➤ Science		
PHYSICAL HEALTH		
• Engaged in Inter-Sport competitions and festivals with the local cluster: ➤ Football Y2 & Y3 at Sunningdale School ➤ Y5 & Y6 girls and boys football at St. Michael's ➤ Y3 and Y4 girls netball at The Marist ➤ Y5/6 boys football @Braywick ➤ Y5/6 girls football @Braywick ➤ Y5/6 mixed football @Charters ➤ Y5/6 Basketball masterclass @ Charters ➤ Y5/6 girls football @ Charters ➤ Y5/6 Boys football @ Ascot United ➤ KS2 Cross Country @ The Marist ➤ Y5/6 Girls Football @ Ascot United ➤ Y5/6 Handball Masterclass @ Charters ➤ Y3/4 girls football @The Marist ➤ Y5/6 girls football @The Marist • Widened the zones and activities available at lunchtimes to include small world play and Lego. Included Play Leaders and School Council in decisions about zones. • House Captains leading daily Sporting Challenge for all classes.	• Continuing with club provision and encouraging uptake is having a positive impact on pupils' physical health. • Lots of opportunities for pupils to engage in physical activities to support mental wellbeing and physical health. • Disadvantaged pupils invited to clubs to offer a variety of opportunities. • Taking part in sporting competitions in the community has offered the pupils an opportunity to compete and gel as a team. It has also provided the experience of losing at times which has developed their resilience and respect. • Pupils have had the opportunity to lead their peers – Play Leaders, House Captains, School Council, Team Captains.	• Physical health elements of new RHSE curriculum to be secure. • Continue to promote the Daily Mile on the running track. • Widen the zones and activities available at lunchtimes to include a mud kitchen, den building & outdoor library. • Replace basketball hoop. • Engage PTA in fundraising to develop the outdoor activities available that have arisen from pupil voice ideas. • Communicate upcoming sporting fixtures in a timely manner with parents.

• Sports Clubs offered this term: ➤ Basketball ➤ Football ➤ Zumba ➤ Martial Arts ➤ Dodgeball ➤ Playball ➤ Gymnastics ➤ 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.		
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MENTAL HEALTH

• Our SIAMS report was highly complementary on the emphasis and priority leaders put on everyone's wellbeing: <i>"At Holy Trinity, pupils and adults know that they are valued as individuals..... Mental health is given a high priority and both pupils and adults know that they will be heard and supported in times of difficulty..... Overwhelmingly, the impact of the school's outworking of its Christian vision is to create a culture in which people treat each other well."</i> • Attachment Aware Award Silver Project launched with two parent workshops/events provided. • Staff wellbeing a discussion in Performance Appraisal meetings and newly added to the Governor Visit Report. • Staff invited to share confidentially with a Governor of their choice any wellbeing concerns. • Provided support for parents of children with SEMH and signposted to further advice/support.	• Staff are aware of the Staff Wellbeing Policy and how to seek support if needed. • Nurture Groups provide support to pupils with friendship/social interaction difficulties in a safe way.	• Attachment Aware Award whole school project to continue – Silver Award which involves supporting parents with their children's emotional wellbeing. • Continue to signpost staff and support staff to professional support should they require it. • Celebrate neurodiversity with pupils – Y6 selling fidget toys to raise awareness & understanding. • Support Y6 pupils with transition to new schools – ELSA to provide additional support if needed.
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CHRISTIAN DISTINCTIVENESS and VISION

- Fantastic [SIAMS report](#) received and shared with stakeholders – report mentions the strong vision:

“The vision is deeply ingrained in the life of the school. Pupils thrive at Holy Trinity because the vision addresses their concerns and resonates with their own sense of what is important. They want to ‘live the vision’. Adults equally are committed to the school vision. They greatly value belonging to the school community and see the school contributing importantly to their own wellbeing. Parent, staff and student surveys further confirm to leaders that the vision is promoting the flourishing of members of the school.”

- Support Holy Trinity Church in its transformation. Providing a space in school for church meetings and services at weekends and in the week when needed.
- Space Makers being used with children, staff and Governors.
- SIAMS training for Governor.
- Website developed ‘[Our Church School](#)’
- Vision included on weekly newsletter to parents.
- Living the Vision certificates awarded to pupils and celebrated with the school community in Collective Worship and on our website..
- RE Leader working with pupils to develop Prayer Spaces for Collective Worship.
- Prayers on prayer tree promoted and shared in Collective Worship.
- Pupils leading Collective Worship.
- Christmas Services at Church and subsequent organisation of money donated to the Transforming Trinity fund.
- Weekly food boxes distributed to those in need in the community.
- Y6 selling knitted Christmas decorations to pupils and parents to support local children's hospice.

- 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.
- SIAMS leader to continue to ensure our website is fully reflective of our practice.
- Space Makers training on-going for staff.
- Further explore global link in Sri Lanka with Rev Jon and Stephanie Hynard and plan activities and fundraising next term.

- Christmas services enjoyed and well-attended. - Governors involved in monitoring Collective Worship and 'living the vision' throughout the school. - Spiritual Leaders have designed and provided a foodbank collection point box for the reception area in school office.		
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LEADERSHIP AND GOVERNANCE

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
LEADERSHIP		
- Our SIAMS report reflects our leadership style and priorities: <i>"A culture of kindness is absolutely central to the life of the school. This is the result of leaders' commitment to living out the Christian vision and supporting the school community to do the same."</i> <i>"leaders go to exceptional lengths to provide material support to those pupils whose families would otherwise struggle to make ends meet. This promotes their wellbeing and dignity."</i> <i>"Leaders are committed to ensuring that pupils who are deemed to be vulnerable or disadvantaged get full access to all that the school has to offer."</i> 11 (118 people) Show rounds for Reception places 2026. - Continued to forge networks in RBWM for all subject leaders and class teachers to support their role and for CPD. - 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	- 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. - Working with the Ascot Cluster provides support and shared expertise.	3 year plan for 2025 – 2028. - Share next steps plan with Staff and Governors. - Continue to plan time to coach all teachers in their teaching and learning practice to ensure consistency: 'The Holy Trinity Way' - Continue to forge networks in RBWM for all subject leaders to support their role and for CPD. - Continue to seek and provide high-quality CPD for subject leaders. - Prepare for proposed changes in the White Paper and SEND Reform including HT joining a Trust. - Continue to organise and lead on cluster meetings for Heads, class teachers and subject leaders to widen network and share expertise.

voice and lesson monitoring (a total of 6 hours in TDM time)

- Subject Leader Cluster/network meetings (once per term)
- Training for Attachment Aware Schools Award – Silver.
- All staff 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.
- Resilience workshop for parents organised and provided by Dr Hestor Bancroft. 16 parents attended.
- Heads Team worked alongside Educational Consultant (Tim Tatham) to plan next steps for Holy Trinity.
- Class teachers network with Ascot Cluster to share expertise and for support.

GOVERNANCE

- Ensured all Governors fully informed for SIAMS inspection. - 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.	- Governors have detailed understanding of how Holy Trinity Curriculum is implemented with - consistency and why curriculum choices have been made by the Leadership Team. - Governors know the writing expectations and progression across the school. - Governor training has continued virtually/in person to ensure all governors are fulfilling their roles. - Governor visits linked to SDP and actions from previous visits are on-going monitoring and challenge. - Headteacher feels fully supported by Governing Board to deliver SDP and fulfil responsibilities.	- Governors' visits to link to SDP. - Succession planning for Governor roles. - Strategic planning for future of Holy Trinity. - All Governors available for staff to share any wellbeing concerns they may have. - All Governors monitoring Collective Worship, RE and 'living the vision' effectively to ensure we are living up to our church foundation.
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FINANCE

- F&R closely monitoring deficit budget. - PTA events so far this year: Bake Sales, second hand Halloween costume sale, MUFTI, Christmas Fair, Film Night - All classes are full. - Cleaning contract agreed to start after Easter. - Fire Safety audit conducted – plan received. - SFVS completed and submitted.	- 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.	- 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 (floor, walls and decoration) 99-year land lease to be extended – conversations with St John's college and diocese. Awaiting quote from estate agents. - Explored cost of replacing flooring in KS2 classrooms, corridors and hall. Consider for future. - Ensure any outstanding actions on Fire Health and Safety action plan from LA have been actioned in a timely manner. - F&R to continue to closely monitor budget. - Replace phone lines. - Alarm system – explore fire and intruder and call out in case of emergency. - Martyn's Law preparations for lockdowns. - Plan for increase in free school meals Sept 26 (any parent receiving Universal Credit).
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		• Reception places for 2026/27 to be confirmed. • Car park resurfacing. • Gates serviced.
SAFEGUARDING (See also Annual Safeguarding Report to Governors)		
• Headteacher joined AfC Safeguarding Partnership team to represent primary school sector in RBWM which involves termly meetings. • Termly safeguarding governor visits booked to take place. • Renewed Online Safety Policy. • Teachers CPD for cyber security. • Teachers CPD for online safety. • Safeguarding information shared with schools if pupils moving on/joining. • Communicated effectively with social worker/early help/family workers as needed for identified pupils. • How to safeguard your children online weekly Top Tips shared with parents via the newsletter. • 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 reviewed and shared with safeguarding governors. • Daily Monitoring Reports from internet usage in school time now being received by two DSLs.	• Online record keeping has streamlined procedures and improved communications. • SCR full and up to date. • Induction Folder comprehensive and effective for new staff members. • All actions from last year's Safeguarding Audit are completed. • Pupils that need support are identified by robust internal processes and appropriate support is sought.	• Ensure all DBS for staff are within 5 years. Renew on rolling basis. • Induct new Safeguarding Governor into the role. • Ensure all quality assurance and safeguarding checks are completed on any AP that any pupil is utilising. • DSL network meetings. • Update policy to reflect KCSIE 2026 edits and additions.
STAFF		
• Permanent staff member in Yea 2 (job share) after teacher on maternity leave opted not to return. • Continued to provide CDP (internal and external) for subject leaders. • Teacher's Performance Appraisal taken place. • Caretaker/Cleaner retiring at the end of this term – plans in place to fulfil those roles.	• 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 • Continue to promote National College online as source of quality CPD. • Plan staffing for September 2026. • TAs wellbeing meetings undertaken with Headteacher.

STAFF WELLBEING

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| <ul style="list-style-type: none"> • Staff wellbeing is still being adversely impacted by the need for redundancies and subsequent support staff re-structuring. • Staff wellbeing added to Governor Visit Report as an opportunity to share concerns or suggestions. • Staff offered the chance to contact any Governor to share any wellbeing concerns. • Staff questionnaire conducted. | <ul style="list-style-type: none"> • Staff know how to access support if needed. • Performance Appraisal discussions are an opportunity for staff to share any concerns about wellbeing. Mental First Aiders on staff team to support if need identified too. • Teacher workload survey has provided an opportunity for teachers to highlight any issues – feel their wellbeing is important to leaders. And changes made as a result. | <ul style="list-style-type: none"> • 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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Holy Trinity CE Primary School
Believe • Achieve • Inspire •
Reports from Assistant Headteachers

Mrs Carmel Barnes – Spring 2026

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?
• Led a successful SIAMS Inspection 10th November 2025. Holy Trinity School is living up to its foundation as a Church School and is enabling pupils and adults to flourish. • Spiritual Leaders/Kindness Ambassadors delivered a CW on Foodbanks for a special Christmas Treat Appeal • Spiritual leaders, designed and sought a foodbank box to consolidate our school being a Hub to HT church. • Kindness Ambassadors Autumn project – Foodbank, Kindness spies and National Kindness Day as part of Anti-Bullying week. • International Charity 'Child Action Lanka' (CAL). Stephanie Hynard came to present to the whole school about CAL in January. They had been recently affected by a huge flood which devastated the school. Looking at opportunities for the whole school to help with the teaching and learning of CAL.	• Our school is a deeply caring community. • Vision, values and mantra are clearly understood and enthusiastically followed. • Leaders and adults are passionate in their care for pupils (particularly those who are deemed to be vulnerable). • Pupils experience a sense of belonging. • There is an atmosphere of kindness which is a hallmark of the school. • Pupils show a growing awareness of themselves as spiritual people. • Opportunity for pupils to learn about how the Foodbank works and who they help. • Opportunity for pupils to learn more about justice and enabling ways of leading social change. • Raised £300 for the 52 lives charity by wearing something that makes you happy. • Living our vision and giving staff and children opportunities to see Global Christianity in action. • Year 6's very proactive with ideas for supporting the school. • WalkThrus, Behaviour Policy and emotion coaching strategies shared with Stephanie. • CPD of RE and SIAMS lead current and fed back to staff at TDM.	• Embed the changes to the RE education curriculum (particularly around Religious and non-Religious worldviews). • Develop systematics opportunities for pupils to learn about justice. • Spiritual Leaders to appeal for Easter Treats in March. • Each half term – an item in the newsletter to encourage donations. • Continue to spread kindness in many small ways. • Continue to work with Stephanie regarding the project. Fundraising ideas to fund a wheelchair for CAL. • Feedback to Heads Team and Staff

• Attended Spring 1 RE Network and CW Spirituality Meeting. • Continue to support families experiencing difficulties through DSL role. • Attended Governor Meetings.		
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Stacey Harding

• PTA link • TA Lead • English Lead • P.E. and School Sports Lead • Student Placements • Performance Appraisal • DDSL • Behaviour & Safety • Feedback and Marking		
Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
• PTA Meetings attended	• Community feel to events – school community. • Money raised will be spent on projects and resources needed decided upon by school staff.	• Continue to attend meetings and liaise with PTA on future fundraising events and projects.
• Y5 playleaders working well. More children took on the role and therefore it's increased to running daily. • Bike Zone introduced a couple of days a week following Bikeability alternating with skipping.	• Increase physical activity at break and lunchtimes, contributing to children's 60 active minutes a day.	• Meet with Playleaders to discuss ideas.
Autumn / Spring Term • Run netball club • Netball club – families charged small amount for attendance • Years 5 & 6 Boys football at Charters (2 teams) • Years 5 & 6 Basketball Masterclass at Charters • Years 5 & 6 Boys football at Ascot FC (2 teams) • Years 3 – 6 Cross Country at The Marist • Years 5 & 6 girls football at Ascot FC • Years 3 & 4 girls football at the Marist	• Gives pupils experience of competitive sport against other schools. • Forming and maintaining relationships with staff at other schools – useful contacts. • Matches/ tournaments reported on weekly newsletter. • Gives Year 6 pupils leadership practice ahead of joining secondary school where they may choose to follow sport leadership pathways. • Builds relationships between younger and older pupils. • Provides Year 6 pupils with leadership practice and pupils in Y1-Y6 basic competitive sport.	• 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.

Holy Trinity CE Primary School

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- Years 5 & 6 netball at Royal Holloway - Sporting Challenge continuing at lunchtime.	All the above help raise profile of P.E. and competitive sport within school, encouraging healthy lifestyles – physical and mental.	
- TA meetings - Individual conversations with TAs about concerns / staffing etc. Support given.	- TA meetings held. - TAs updated on relevant information including safeguarding and Walk-thrus. - 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 using NTS online tool (Years 2 - 5).	- Analysis allows groups to be identified for intervention. - Analysis allows for trends to be identified and targets set. - NTS online tool working well.	Continue to provide time for staff to use the online tool following NTS assessments.
- December TDM - Writing moderation - Monitoring of books & feedback sent to staff – November - January TDM – Independent Writing and Handwriting. - Teachers to complete grid detailing independent writing across subjects. - Meeting with English Link Governors - March - Cluster Moderation	- Moderation allows staff to discuss judgements, look at next steps and support one another - Monitoring of books allows for identification on areas requiring further work - Independent grids will enable monitoring of genre coverage as well as writing opportunities given to children. - Stakeholders receive update on English – thorough understanding of subject and progress towards HUGGs and SDP. - Cluster moderation allows staff to check judgements against local school judgements.	- Complete Writing Framework audits. - Monitoring of books – GD Writing Essentials, independent writing opportunities and handwriting sessions. - Monitor Independent writing grids. - Undertake genre coverage review.
- Librarians continue to work alongside parent volunteer on Monday lunchtimes – KS1 Reading Room slot - All KS2 have a slot in the Reading Room - Librarians devised a competition for children to win voucher prizes for Book Fair - Scholastic Book Fair - Book Fair organised and run	- Reading for pleasure - Encourage a broader reading diet for children - Relationship between older and younger pupils - The Book Fair raises money for the school to spend on books – regenerating class libraries.	- Meet regularly with librarians to discuss their role. - PTA / parents to potentially buy another set of the class reading list books for use in Reading Room or classrooms.
DDSL work as and when – access CPOMS.	- Keeping children happy and safe. - Liaising with other DSLs/DDSLs.	This will continue.

SEND Report (See also SEND In A Nutshell)

SEND & INCLUSION – February 2026 SENCo – Mrs Fiona Fargher		
Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
Continuing to work towards the Silver Attachment Aware Schools Award (AASA) with RBWM/ Achieving for Children.	Sharing information with parents on supporting children's emotional regulation through emotion coaching and reference to Zones of Regulation – this ensures home/school consistency to promote resilience and regulation	- Deliver workshop to parents (March 9th) with Educational Psychologist – focus on children's emotional development. - Continue to reinforce the principles of the AASA initiative so that all staff use an Emotion Coaching approach when working with pupils who are struggling to regulate.
Consistent approach to use of Zones of Regulation across the school with displays and associated resources in each classroom. Pupils to place themselves in the right 'zone' each day so that staff can monitor and support as needed.	- Pupils are supported to identify their feelings and learn strategies to employ when they are dysregulated. - Consistent approach across classes should ensure that the strategies become embedded and pupils are better able to regulate independently in the longer term.	Continue to teach emotional regulation in school through Zones of Regulation in line with our Behaviour Policy.
SEND questionnaire shared with parents of those on SEN register	- Important to determine what parents understand about how the school addresses special educational needs and where to find information. - Also essential to identify gaps we can address so that parents are properly informed and supported.	A staff questionnaire has also been drafted to determine class teachers' understanding of SEND – the process of identifying pupils and how to ensure the right support is available to them
Training to class teachers and TAs around MITA course (Maximising the Impact of Teaching Assistants).	Pupils will develop more independence in learning activities by staff giving 'least support first', although appropriate help and scaffolding will be provided as well as necessary provision for those who need it.	Continue to monitor deployment of TAs so that pupils support is appropriate and targeted.

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• ELSA provision and communication with parents around this intervention is now securely in place. • Our newly-trained ELSA is in role. We have created referral forms for class teachers to share general and specific concerns and have updated parent information (including consents) so they are aware of what ELSA is and how it is intended to be run.	• Parents are aware that ELSA is a specific intervention which is time-bound and specific. • Pupils get targeted support around a specific issue so that progress can be monitored. • Class teachers are involved in the referral process and so more aware of specific needs of pupils.	• ELSA will continue to attend the supervision sessions with the local authority and have sufficient time to plan and execute the role effectively. • Continued liaison with SENCo to prioritise pupils with highest needs in view of capacity for undertaking the role.
• Continued to monitor progress data for pupils and identify where we may need to apply for an EHCP.	• Applying for an EHCP for those with highest needs means that we can secure funding to continue to put in the support required.	• Apply for EHCP Needs Assessments when this is felt necessary to ensure pupil support. This may be subject to current Government SEND reform guidelines.
• Attended meetings with Alternative Provision where one EHCP pupil attends.	• Ensures that the school remains informed of progress as pupil remains on roll and is the educational responsibility of Holy Trinity school.	• Continue to communicate effectively with the Alternative Provision and attend EHCP Annual Review and other meetings as necessary.
• Staff have continued to receive training appropriate for their roles (for example, NHS speech and language and OT workshops)	• It is important that we are able to meet the needs of the pupils in our care and have the training and understanding to do so effectively.	• Continue to identify needs for further training.
• Continued to refer to external professionals for advice, support and interventions (for example, EP, Shine Team, OT, CAMHS, Literacy specialist)	• Provision of the right support and early intervention for pupils is essential if they are going to make the best progress – academically, socially and emotionally.	• Continue to prioritise referrals as appropriate.

Ongoing actions to support pupils with SEND as well as their families:

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

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Statistical Data

Year Group	Number on roll	Girls	Boys
Reception	30	12	18
Year 1	30	10	20
Year 2	30	15	15
Year 3	30	17	13
Year 4	32	17	15
Year 5	30	17	13
Year 6	30	19	11
TOTAL	212	107	105

Language spoken											
Albanian	Bengali	English	Greek	Gujarati	Punjabi	Polish	Refused	Russian	Slovak	Urdu	French
1 (0.47%)	2 (0.95%)	196 (93%)	1 (0.47%)	1 (0.5%)	2 (0.95%)	2 (0.95%)	2 (0.95%)	2 (0.95%)	1 (0.47%)	1 (0.47%)	1 (0.47%)

Ethnicity							
Any Other Asian Background	Asia and Any Other Ethnic Group	Bangladeshi	Filipino	Indian	Other Asian	Other Ethnic Group	Other Mixed Background
1 (0.47%)	1 (0.47%)	2 (0.95%)	1 (0.47%)	12 (5.7%)	1 (0.47%)	1 (0.47%)	5 (2.4%)
Other Pakistani	Pakistani	Sri Lankan Sinhalese	White British	White English	White & Any Other Asian Background	White and any other Ethnic Group	White & Asian
2 (0.95%)	2 (0.95%)	2 (0.95%)	15 (7.1%)	127 (59.9%)	4 (1.9%)	3 (1.43%)	1 (0.47%)
Other White British	White & Black Caribbean	White & Chinese	White & Indian	White European	White Western European	White Other	Refused
9 (4.3%)	2 (0.95%)	3 (1.43%)	3 (1.43%)	6 (2.85%)	2 (0.95%)	1 (0.47%)	2 (0.95%)

Religion						
Anglican/ Church of England	Buddhist	Christian	Hindu	Muslim	No Religion	Other Religion
50 (23.6%)	2 (0.9%)	40 (18.9%)	6 (2.8%)	10 (4.7%)	65 (30.6%)	4 (1.9%)
Refused	Roman Catholic	Sikh				
8 (3.8%)	18 (8%)	9 (4.2%)				

Special Educational Needs and Disabilities + Disadvantaged					
Term	SEN Support	EHCP	Year	LAC/PLAC/ SC	Pupil Premium pupils total
Spring 2026	30	5	Spring 2026	5	12

Attendance

Attendance		Target 2025-26: 97%	
Whole School End of Year	Pupil Attendance %	Pupil Attendance % 01/09/25 – 04/03/2026	
		Class	
Sept 2012 – July 2013	95.7%	EYFS	96.6%
Sept 2013 – July 2014	96.6%	Year 1	97.5%
Sept 2014 – July 2015	96.8%	Year 2	95.9%
Sept 2015 – July 2016	97.1%	Year 3	98%
Sept 2016 – July 2017	96.9%	Year 4	96.8%
Sept 2017 – July 2018	96.6%	Year 5	97.3%
Sept 2018 – July 2019	96.5%	Year 6	94.1%
Sept 2019 – July 2020	95.3%	TOTAL (Whole School)	96.7%
Sept 2020 – July 2021	96.7%		
Sept 2021 – July 2022	94.09%		
Sept 2022 – July 2023	96%		
Sept 2023 – July 2024	96.28%		
Sept 2024 – July 2025	96.4%		

Staff CPD training

DSL
SEND
Safeguarding
Curriculum
SIAMS
Leadership and Governance
Attachment/DT
Disadvantaged
Finance

Autumn Term 2025			
Date	Staff	Course/training	Lead/provider
03/09/25	All teachers	Basic Safeguarding Annual Training	AfC & DSL
08/09/25	All support staff	Basic Safeguarding Annual Training	AfC & DSL
12/09/25	Headteacher	New Ofsted Framework	ASCL
18/09/25	Bursar	Bursar Support	AfC
24/09/25	Headteacher	Ascot Cluster Heads Meeting	
30/09/25	All teachers	Music- beat and rhythm	Berkshire Music Trust
01/10/25	Headteacher	Cyber Security	National College
07/10/25	Y1 TA	Paediatric First Aid Awareness	National College
09/10/25	Headteacher	Closing the Disadvantaged Gap	National College
09/10/25	Headteacher	Attachment Aware Silver launch	AfC Virtual School
09/10/25	RE Leader	RE Network	ODBE
09/10/25	EYFS TA	Paediatric First Aid	St John's Ambulance
14/10/25	All teachers	Purple Mash Coding & Assessment	Purple Mash
16/10/25	SEND CO	SEND Leadership Forum	AfC
16/10/25	ELSA	ELSA Supervision	AfC
21/10/25	Headteacher	Pupil Premium	Marc Rowland/AfC
21/10/25	Designated Teacher	Designated Teacher Forum	AfC Virtual School
21/10/25	SIAMS Leader	Collective Worship & Spirituality Network	ODBE
22/10/25	SEND CO	EAL Network	AfC
By 03/11/25	All TAs	First Aid	National College
By 03/11/25	All TAs	Lunchtime Supervisor Role	National College
03/11/25	All teachers	Marking and feedback with disadvantaged pupils in mind	INSET
03/11/25	All teachers	Cyber Security	National College
03/11/25	All teachers	Online Safety	National College
12-14/11/25	Headteacher	Headteacher Conference	AfC
18/11/25	Attendance Lead	Attendance Network Meeting	AfC
19/11/25	2 x TA	Team Teach (Positive Handling)	AfC
24/11/25	DSL	DSL Network	AfC
25/11/25	SEND Co	WESEND Cluster Mtg	AfC
25/11/25	RE Leader	RE Network	ODBE
26/11/25	Headteacher	Pupil Premium (Marc Rowlands)	AfC
27/11/25	Bursar	Financial Benchmarking	AfC
27/11/25	ELSA	ELSA Supervision	AfC

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02/12/25	Headteacher/DSL	CPOMS Ofsted & Safeguarding	AfC
09/12/25	Designated Teacher	DT Forum	AfC
Spring Term 2026			
05/01/26	Teaching Staff	Subject Leader audits and National College Training	INSET
19/01/26	Y6 Teacher	KS2 Assessments	AfC
20/01/26	Headteacher	Heads Together - IDSR	AfC
20/01/26	Designated Teacher	DT Forum	AfC
22/01/26	All teachers	Ascot Cluster Year Group Network	Ascot Cluster
22/01/26	Headteacher	Ascot Heads Cluster Network	Ascot Cluster
27/01/26	Headteacher	PRS	ODBE
28/01/26	RE Leader	RE Network	ODBE
29/01/26	Teaching Staff	Pupil Premium (Marc Rowlands)	AfC
05/02/26	Bursar	Bursar Support	AfC
09/02/26	RE Leader	CW and Spirituality Network	ODBE
10/02/26	SENDCo	SEND Conference	AfC
24/02/26	Admin Officer	Attendance Network	Oakfield First School
25/02/26	Headteacher	Heads Together – The Writing Framework	AfC
26/02/26	TA	Paediatric First Aid	St John's Ambulance
02/03/26	EYFS TA	Sensory Workshop	NHS
04/03/26	Class Teachers	Cluster Writing Moderation	Ascot Cluster
10/03/26	Attendance Leader	Attendance Network	AfC
12/03/26	ELSA	ELSA Supervision	AfC
17/03/26	Headteacher	ODBE Online Conference	ODBE
17/03/26	Designated Teacher	DT Forum	AfC
18/03/26	All Subject Leaders	Subject Leader Network	AfC

Record of Governor Training/Courses Attended 2025-26

Date	Governor	Course/Training	Lead/Provider
Autumn Term 2025			
18 th September	Carol Elsasser	RBWM Clerk Briefing	AFC - CIM Moor Hall
22 nd September	Jo Steel	The Role of Governors in the Headteacher's Appraisal	The National College online
24 th September	David Gingell	Role of the Safeguarding Governor	AFC -Homer First School, Windsor
7 th October	Jo Steel	Guide to SIAMS	ODBE Online
7 th October	Barry Aherne	Guide to SIAMS	ODBE Online
7 th October	Andi Williamson	Guide to SIAMS	ODBE Online
7 th October	David Gingell	Guide to SIAMS	ODBE Online
8 th October	Ramsay Abbott	New Governors Induction Part 2 – The Support & Challenge Role	AFC -Homer First School Windsor
21 st October	David Gingell	SEND Understanding the national picture for Governors	Online – Achieving for Children
5 th November	Liz Walker	Governor Induction Part Four - Safeguarding: the governors' role	AFC -Homer First School Windsor
25 th November	Jo Steel, Barry Aherne, Andi Williamson, David Gingell	Guide to Religious Education	ODBE Online
1 st December	Jo Steel, David Gingell, Barry Aherne	Guide to Collective Worship and Spiritual Flourishing	ODBE Online
Spring Term 2026			

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21 st January	Ramsay Abbott Liz Walker	New Governor Induction Part 1 – Strategic Leadership	AFC - Homer First School Windsor
10 th February	David Gingell	Safer Recruitment Training	National College
11 th February	Liz Walker	Governors Induction Part Three – Accountability in School Governance	AFC - Homer First School Windsor

Staffing

% of our teachers taking at least 1 period of sickness absence this year	Average number of days taken	National % of teachers taking at least 1 period of sickness absence 2024/25	National Average number of days taken 2024/25
38%	1.7 days	75%	3.1 days

Staff Absence	Current year to date	Full Year 2024-2025	Full Year 2023-2024	Full Year 2022-2023	Full Year 2021-2022	Full Year 2020-2021	Sept - March 2019-2020	Full year 2018-2019
Teachers (9.0)	8.5	28	58.5	25 (+64 long term absence)	138 + 38 long term absence	54	22.5	60
Teaching Assistants (6.9)	22 (+24 long term absence)	47.5 (+ 14 long term ongoing absence)	87	87 (+ 103 long term absence)	189 + 31 long term absence	243.5	72	156.5
Non-teaching (3)	9.5	3 (+29 days long term absence)	2	4	19	91	1	4.5
TOTAL	64 days (40 days without long term absence)	107.5 days (64.5 without long term absences)	147.5 days	283 days (116 days without long term absence)	415 days (346 days without long term absences)	388.5 days	95.5 days	221 days

Behaviour and Incident reporting (since the last report)

- There has been one 1-day fixed term suspensions this academic year (Year 1 child)
- There have been no permanent exclusions this academic year.
- There have been no reported bullying incidents.
- We have had no incidents of racist behaviour to report.

Health and Safety & GDPR

- No data breaches to report.
- Staff car park and security gates to be replaced.
- Successful Fire Alarm drill.

HEADTEACHER'S REPORT TO THE GOVERNING BOARD

March 2026
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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?
12/02/26	Jo Steel EYFS Link Governor	EYFS	Su Tomes & Melissa Lawrence	- Specialist EYFS & OT training for EYFS support staff - Explore costs of a covered outdoor area - Seek additional reading volunteers for EYFS	•
03/02/26	David Gingell & Jon Hutchinson	Safeguarding	Jo Griffith DSL	Monthly supervision for DSL with safeguarding governor if required	• ongoing
02/02/26	Andrea Williamson & Liz Walker	English	Stacey Harding English Lead	- monitoring English teaching and learning in Y2 and Y6 - English Lead to update on the Audit of the DFE Writing Framework.	•
26/11/25	Nick Holt Maths Link	Mathematics (KS2 pupil voice)	Lizzie Hurst Maths Leader		•
24/10/25	Liz Walker	Collective Worship	Jo Griffith Headteacher	Governor visit for RE	•
17/10/25	Andrea Williamson Admissions link	Collective Worship and Living the Vision	Jo Griffith Headteacher	Governor visit for RE	•
01/10/25	David Gingell Safeguarding Governor	Safeguarding	Jo Griffith DSL	- Safeguarding audit shared - SCR check complete - Filtering & Monitoring Action Plan	• In place

Standards and Curriculum Committee
Governor Behaviour Principles
Complaints Policy
Online Safety Policy
Exclusion and Suspension Policy
Governor Visits Policy and Procedures
Handwriting Policy
Positive Handling Policy
Finance and Resources Committee
Teachers' Pay Policy
Asthma Policy
Finance Policy
Staff Code of Conduct
Teacher Appraisal Policy
Full Governing Board
Staff Grievance
Admissions Committee
Admissions Policy and Guidance 2027-2028

Conclusion

Winter has seemed long, dark and wet this year – the fact that the signs of spring are beginning to show has been very welcome!

And for the Education Sector, many changes are afoot. The Government's White Paper sets out the changes they propose for the next four years. School staff cope well with last minute changes, high workloads, accountability and changing goalposts. We have become accustomed to such changes and high levels of resilience have been expected of us. I hope that the proposed changes come with sufficient funding and investment in our education system in order to support and reward staff who give so much to the profession.



On this note, on behalf of the staff, I'd like to formally thank the Governing Board for the Christmas gift cards – the reward and recognition is very welcome!

Having peppered this report with snapshots from our SIAMS report, I am really proud of our team and the children. The rigorous experience of the inspection is reflected in the detailed report that captures and celebrates our culture and values. My thanks go to the staff team, especially Mrs Barnes, for all the preparation and hard work involved.

We are very happy to be able to support the Church Team and community during the Transformation of Holy Trinity. A true community effort!

Thank you, as ever, to the staff team who have contributed to this report and to Governors for your support and insights.

Mrs Jo Griffith
 Headteacher

GLOSSARY

AfC	Achieving for Children
AfL	Assessment for Learning
AP	Alternative Provision
ARE	Age Related Expectations
ASC	Autistic Spectrum Continuum
AASA	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)
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 in the prime areas– PSED; 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 (Action Plan)
ICT	Information, Communication and Technology
IDSR	Inspection Data Summary Report
ITT	Initial Teacher Training
KCSIE	Keeping Children Safe in Education
KS1	Key Stage 1 (Year 1 and 2)
KS2	Key Stage 2 (Year 3 to Year 6)
LA	Local Authority
LAC	Looked After Children
LADO	Local Authority Designated Officer
MAKATON	British sign language
MASH	Multi Agency Safeguarding Hub
MFL	Modern Foreign Language
MTC	Multiplication Tables Check
NELI	Nuffield Early Language Intervention
NC	National Curriculum

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NOS	National Online Safety
NNEB	Nursery Nurse Examination Board (qualification)
NPQH	National Professional Qualification for Headship
NPQSL	National Professional Qualification for Senior Leaders
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)
PLP	Personal Learning Plan (replaced IEP)
PPF/G	Pupil Premium Fund/Grant
PRS	Performance, Resilience and Support
PSHE	Personal, Social & Health and Economic Education
PTA	Parent and Teacher Association
RBA	Reception Baseline Assessment
RBWM	Royal Borough of Windsor and Maidenhead
RE	Religious Education
RHSE	Relationships, Health and Sex Education
SALT	Speech and Language Therapy
SATs	Standard Assessment Tasks and Tests
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