

Holy Trinity Church of England Primary School



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Chair of the Governing Board: T. Fettes

HEADTEACHER'S REPORT

J.Griffith

TO THE GOVERNING BOARD OF Holy Trinity Church of England Primary School Autumn Term 7th November 2023

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

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

To be an inspirational place of learning where:

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

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

SIAMS judgements				
	How well does the school, through its distinctive Christian character, meet the needs of all learners?	What is the impact of collective worship on the school community?	How effective is the religious education?	How effective is the leadership and management of the school as a church school?
June 2014	Good	Satisfactory	Satisfactory	Satisfactory
SIAMS January 2018	Outstanding	Outstanding	Outstanding	Outstanding

School Context

- This voluntary aided primary school has 207 pupils on roll and is average in size.
- The school serves an area with a large proportion of social and economic wealth. It is in the least deprived quintile of all schools nationally in terms of deprivation.
- Pupils enter EYFS with varied abilities with the largest proportion being at average ability.
- English as a first language is 95.3% (National: 78.6% RBWM: 82%).
- The number of pupils entitled to pupil premium and Ever 6 funding is 19 (9.2%) and is well below the national average (23.8% June 2023).
- 4 pupils (1.9%) have EHC Plans for learning difficulties, disabilities and additional needs which is below national average for primary school pupils (2.5% June 2023).
- 27 pupils (13%) are on our SEN register. 23 do not have an EHCP (11.1%). This is below national average for primary school pupils of 13.5% (June 2023).
- The gender ratio is boys: 52.6% and girls: 47.3%.
- Attendance target is 97%
- The school's postcode is classified by Acorn as 96% 'Affluent Achievers' 'Rising Prosperity' or 'Comfortable Community'.

Attendance

	Current year to date	Absence rate	Persistent absence	Authorised absences	Unauthorised absences
Holy Trinity	97.3%	2.7%	7.7% (age 5-11)	2.4%	0.28%
National state primary schools	95.2%	4.8%	17.4%	3.2%	1.6%

Persistent Absence	Current year to date	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Holy Trinity	7.7%	6.5%	11.9%	6.6%	8.7%	8.2%
National state primary schools	15%	19.5%	22.3%	12.1%	11.2%	10.1%

Staffing Structure

The school senior leadership (The Heads Team) is made up of the Headteacher and the two Assistant Headteachers. This structure has been in place since September 2020. There is a middle leadership team who take on the phase group lead roles, subject leadership and TA deployment. The SENCo is part time and holds the national SENCo qualification. All teaching and support staff are involved in curriculum development and each subject is led by a class teacher with TA support. 2 HLTA staff & 1 pastoral support member form part of the TA team. There are currently 11 qualified teachers (including part time staff, the Headteacher and SENCo). 30 staff are employed by the school, some of which are part time (*this figure includes admin staff, the site manager and clerk to the Governors*). We have employed a qualified, experienced teacher (part-time) to deliver catch-up sessions for identified pupils across the school (started in September 2020 and continuing since).

Safeguarding, Health & Safety

There are four adults trained as Designated Safeguarding Leads and Deputies (DSL). These include the Headteacher, both Assistant Heads and the SENCo. All other staff are trained in basic

HEADTEACHER'S REPORT TO THE GOVERNING BOARD
November 2023

safeguarding. PREVENT, first aid, specific administration of medical needs, positive handling and offsite educational visits are also covered by staff throughout the school. Training and checks are conducted through the LA of which the school has an annual service level agreement.

Vision and Values

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

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

Curriculum & Community

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

Buildings and Premises

We are currently awaiting the commencement of boiler repairs and have recently secured additional funding to extend the Staff car park as demand has outgrown its capacity. PTA raised funds to install an outdoor play structure for KS2 pupils. Work is underway with pupils to improve outdoor facilities for the future. PTA have agreed to raise funds towards this (an all weather running track).

Recent Parent Survey (October 2023)

- ✓ 96% of parents stated their child enjoys school.
- ✓ 97% of parents stated the school keeps their child safe.
- ✓ 94% of parents stated their child feels cared for by the staff at school.
- ✓ 97% of parents stated they believe there is a good standard of teaching at the school.
- ✓ 48.5% of parents stated the school deals well with any suspected bullying (47% didn't know).
- ✓ 97% of parents believe the school has a good reputation locally.
- ✓ 91% of parents believe the school helps their child to achieve as well as they can, receiving good support for their learning.
- ✓ 92% of parents are happy with the range of subjects taught (6% didn't know)
- ✓ 90% of parents are pleased about the information they receive in termly reports, parents meetings, etc. (6% didn't know)
- ✓ 90% of parents agree the school encourages their child to adopt a healthy lifestyle. (9% didn't know)
- ✓ 96% of parents feel welcome when they contact the school (3% didn't know)
- ✓ 92% of parents believe the school responds if they have questions or concerns (3% didn't know)
- ✓ 94% of parents believe the school is well led and managed (3% didn't know)

Points for Development from Ofsted June 2018 Inspection and Steps Taken

1. Ensure that the rise in persistent absence is addressed to ensure that no pupils are disadvantaged by poor attendance	<table><tr><th>Persistent Absence</th><th>Current year to date</th><th>2022-2023</th><th>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th></tr><tr><td>Holy Trinity</td><td>7.7%</td><td>6.5%</td><td>11.9%</td><td>6.6%</td><td>8.7%</td><td>8.2%</td></tr><tr><td>National</td><td>15%</td><td>19.5%</td><td>22.3%</td><td>12.1%</td><td>11.2%</td><td>10.1%</td></tr></table>							Persistent Absence	Current year to date	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	Holy Trinity	7.7%	6.5%	11.9%	6.6%	8.7%	8.2%	National	15%	19.5%	22.3%	12.1%	11.2%	10.1%
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- Persistent absence (less than 90%) currently: 7.7% (16 pupils) - Persistent absence is tracked termly and reported to Governors. - Report includes main reasons for absence including medical, SEMH, and holidays taken. - Is an agenda item in Heads Team Meetings. - Is an agenda item at all Governor Meetings. - Headteacher and Admin Officer work alongside EWO to offer support to families causing concern. - School works alongside EWO to send letters to families whose attendance is a concern. - Any pupils on part-time timetables are reported to EWO and reviewed half-termly by Headteacher and SENDCo - No term-time holidays are authorised. - Headteacher responds with a letter to all term-time requests. - Chair of Governors has written to parents on a number of occasions about the importance of good attendance and direct correlation with attainment. - Headteacher builds good relationships with families causing concern. - Is included on termly written reports to parents and highlighted if it is a concern. - Is included in weekly newsletter to parents. - Worked with LA to ensure new attendance guidance in place by Sept 2023. - Appointed an Attendance Lead to work closely with families and LA. - Appointed an Attendance Link Governor. Next Steps: - Headteacher to continue to meet with families at or below 90% for current term and expect improved attendance before end of next term. - Work with Attendance Link Governor to monitor attendance and procedures. - Governors to discuss process of issuing fines (Fixed Penalty Notices) with LA. - Continue to track attainment of pupils with poor attendance. - Track attendance of disadvantaged pupils.																												
2. Ensure that the school's curriculum is refined to deepen pupils' knowledge, understanding and skills across a wider range of subjects	- Subject Leaders appointed. - CDP for Subject Leads. - SDP focus on 3 subjects per year on a rolling programme to ensure embedded and consistent improvements across the school. - TDMs (Staff Meetings) closely linked to SDP to ensure focus and time for teachers to embed changes. - National Curriculum objectives covered in Holy Trinity Curriculum; choices reflect needs of HT pupils. - Leaders monitor all subjects closely to ensure pupils' skills, knowledge and understanding is planned for and taught consistently across the school. - Subject Leaders provide reports to Governors on a rolling termly programme to ensure Governors are aware of curriculum content. - Our website Curriculum page contains subject specific information regarding coverage of a wide range of subjects at Holy Trinity. - Foundation subjects (especially History and Geography) are linked closely with writing to ensure pupils are experiencing a wide curriculum with deeper understanding.																											

	• All subjects data tracked. • Subject leader monitoring feeds into SDP. • Parent questionnaire states 95.3% agree or strongly agree that a good range of subjects are taught. • Specialist PE provision. • Specialist Spanish in KS2 provision. • KAPOW scheme of work purchased for Art & Design, Design Technology and History • Purple Mash scheme of work purchased and in place for Computing • Charanga scheme of work in place for Music • Subject Association membership for History and Design Technology to support teachers subject knowledge and planning. • 'Essential Knowledge' for each subject identified by Heads Team to ensure pupil retention and understanding. • 'Holy Trinity Curriculum' designed by Heads Team ensures progression and bespoke for Holy Trinity pupils. • Planned repetition of previous skills and knowledge in Holy Trinity Curriculum to check retention. • Governors Curriculum Workshop to share Holy Trinity Curriculum in detail with subject leads. • Updated the Curriculum information available on our website to reflect the revised Holy Trinity Curriculum. Next Steps: • Evaluate assessment practices in foundation subjects. • Provide leadership time on a regular basis for all subject leads to monitor their subject purposefully. • Monitor retention of essential knowledge. • Provide CPD for all teachers via WalkThrus project (3 year plan).																														
3. Ensure that pupils' progress in writing is further accelerated so that more pupils achieve the highest standard in writing, particularly middle-attaining pupils and most able.	• Writing attainment tracked for all and for identified groups. • The Write Stuff approach to teaching writing in place across Y2 – Y6. • CPD for teachers & TAs to deliver TWS. • Resources and training materials funded to deliver TWS. • Catch-up funding used to employ a tutor to focus on delivering additional writing sessions for identified pupils. • Arrange topics in the curriculum in the school year to be able to apply GPS skills taught later on in the year (especially history topic as this offers lots of writing opportunities for application of writing skills) • Writing is a focus target for Performance Appraisals (on-going). • Parent workshop provided but take up was poor. <table><tr><td></td><td>2017</td><td>2018</td><td>2019</td><td>2020</td><td>2021</td><td>2022</td><td>2023</td><td>2024</td><td>2025</td></tr><tr><td>KS1 GDS writing</td><td>30%</td><td>33%</td><td>17%</td><td>27%</td><td>13%</td><td>13%</td><td>16%</td><td>30%</td><td>33%</td></tr><tr><td>KS2 GDS writing</td><td>17%</td><td>27%</td><td>13%</td><td>13%</td><td>14%</td><td>10%</td><td>10%</td><td>30%</td><td>25%</td></tr></table> Next Steps: • Continue to mitigate the impact school closure has had on the progress of writing by providing additional interventions in writing. • Using the school website, provide parents with information about how TWS is delivered in lessons so that they are confident in supporting their children with writing. • Continue to track progress of groups in writing. • Opportunities for extended writing pieces in other curriculum subjects to be able to apply skills taught.		2017	2018	2019	2020	2021	2022	2023	2024	2025	KS1 GDS writing	30%	33%	17%	27%	13%	13%	16%	30%	33%	KS2 GDS writing	17%	27%	13%	13%	14%	10%	10%	30%	25%
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School Development 2023-24

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

QUALITY OF EDUCATION

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

Implementation: What have we accomplished since the last report?	Impact: How has this made improvement?	Intention: What are our next steps?
EYFS Provision		
- Ensured new EYFS intake had a smooth start in September. - Provided workshop for new EYFS parents on early reading. - Ensured all EYFS staff are trained to meet needs of all pupils including SALT. - Working alongside Ascot and RBWM cluster to support EYFS provision even further. - Developed the reading area in EYFS inside and out. - Baseline complete and submitted.	- Holy Trinity EYFS Curriculum is known by all, progressive and skills based. - Skills taught in EYFS in all areas are built into further programmes of study throughout the school. - Well-planned transitions have provided reassurance to parents and pupils aiming for a settled start in September. - EYFSP has been shared with Y1 Team to ensure continuation and progression making provision for gaps. - High focus on reading and encouraging reading including parents in the process.	- Ensure all subject leaders are fully aware of knowledge and skills taught in EYFS as foundation for all following learning. - Recruit a new staff member to the team. - Continue to provide Makaton to team and pupils.
Writing		
- Utilising identified Walkthrus to ensure consistent pedagogical strategies being employed across the school. - Continuing to embed TWS ensuring good subject knowledge of all teachers.	- Writing is a main development focus throughout the school and remains high profile. - English Leader has a good grasp on standards and provision in the subject. - Lesson monitoring evidences high standards of teaching in writing and being applied across curriculum areas.	- TWS demo videos on website for parents and pupils to access. - Continue to monitor provision and standards across writing throughout the curriculum.
Phonics and Reading		
- Purchased resources from ELS for Y2 phonics and spellings. - CPD for staff to deliver Y2 ELS. - EYFS Parents meeting on ELS and Early Reading including their responsibilities and input expectations. - Continuing to provide ELS intervention for pupils in Y3 2023-24 that continue to require support. - Ensured resources for EYFS and Y1 ELS were purchased in a timely manner. - New library system being organised/set up by parent volunteers	- Attainment in phonics is high and well above national average. - Impact of new phonics scheme can be seen in EYFS and Y1 data. - Identified pupils are showing progress in phonics. - More TAs are confident in delivery of ELS due to in-house and online training. - Teachers able to deliver targeted guided reading sessions for comprehension using new resources.	- Inform parents of Y2 ELS. - Provide additional tutoring support for identified pupils in Y3 requiring support. - Re-vamp library - Purchase new books for library - Plan for each class to be timetabled to use library for reading for pleasure and to support curriculum subjects in class. - Monitor impact of new reading comprehension resources.

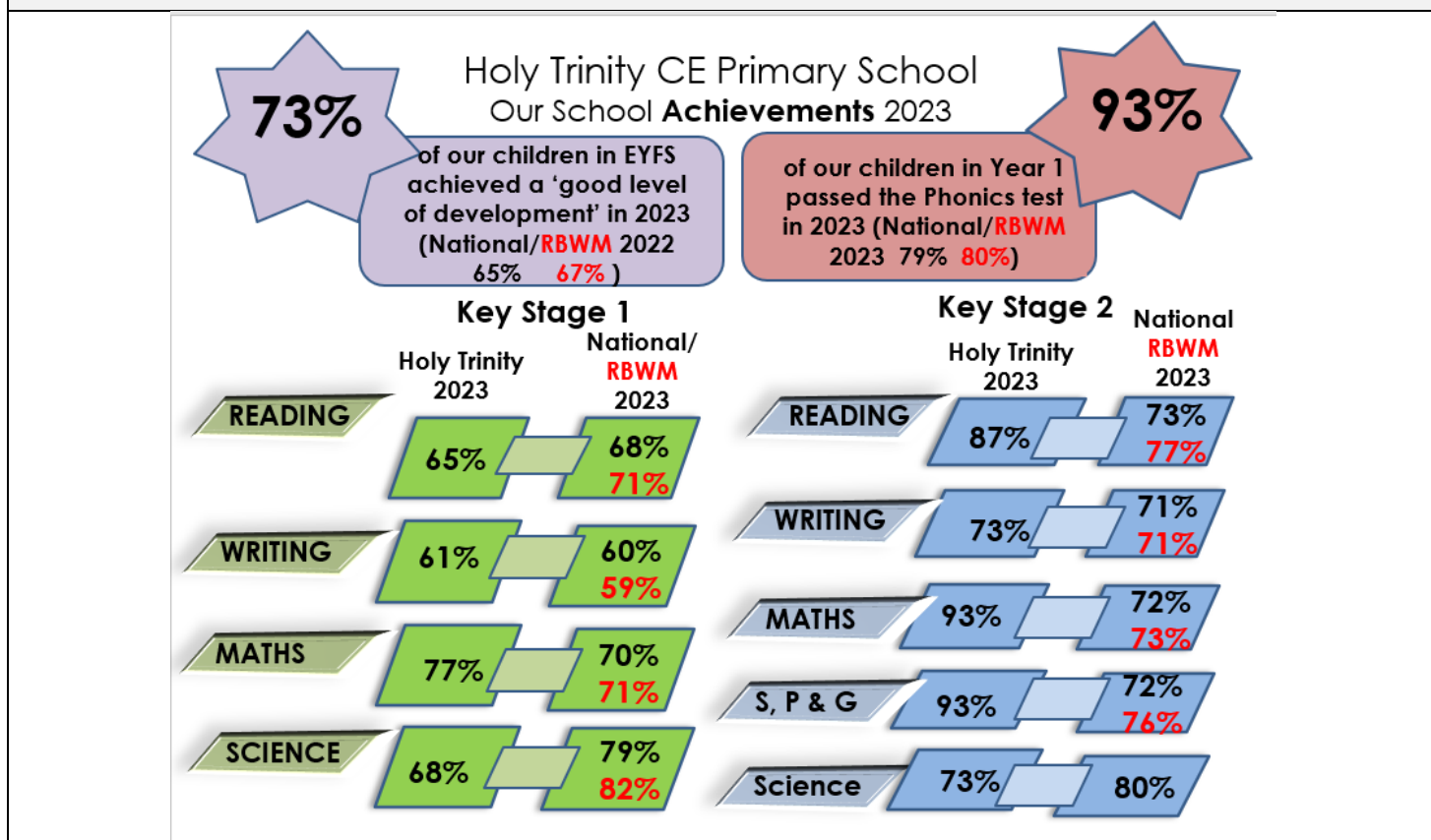
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Y2 to Y6 new reading comprehension resources introduced.		
HOLY TRINITY CURRICULUM		
- Staffing responsibilities for 2023-24 - Regular (weekly) planned leadership time for subject leaders to monitor their subject area and prepare themselves for Ofsted deep dives. - Begun to explore ways to ensure assessment of foundation subjects is meaningful and manageable. - EYFS included in all curriculum documents. - Knowledge Organisers uploaded to website.	'Essential Knowledge' is clear for all subjects in all year groups. - Governors aware of their role in knowing the vision for the curriculum at Holy Trinity. - School Leaders have a shared vision for Holy Trinity Curriculum. They are clear about progression, end points and continuity for their subject across the school. - Pupils are in receipt of a broad and balanced curriculum with a range of opportunities.	- Review of Holy Trinity Curriculum by LA - Plan Governor Curriculum Workshop in Summer 2024. - Ensure parents have a shared understanding of the vision for Holy Trinity Curriculum. - Assessment of foundation subjects consistent and robust.
CURRICULUM IN ACTION		
Trips, visits and visitors - Y6, Y4 and Y3 Road Safety workshop (RHSE) - Police visit to EYFS, Y1, Y2 & Y3 (PSHE) - Prayer group – open to all year groups (Collective Worship) - Great Fire of London workshop and theatre visit for Y2 (History) - Black History Icons theatre visit for all year groups (RHSE & History) - Y1 to the Lookout (Science) - NSPCC workshop (Y2 and Y5) (RHSE) Local Activities - Y5/6 football competition at St. Michael's - Y5/6 football competition at Charters - Y5/6 Swimming Gala at St. George's - Y5/6 History debate at St. George's	- Pupils have experienced a variety of enhancements to the curriculum to make the Essential Learning 'sticky'. - All pupils have been included to ensure all benefit. - Staff have sought enrichment trips/visitors in a variety of curriculum areas. - Links with local schools is of benefit to the pupils for both transition purposes and social skills.	- Pupil voice – do pupils feel they are represented in our curriculum? - To continue to develop and monitor the use of Big Books for evidencing foundation subjects. - Ensure all trips and visits are booked well in advance and have explicit links to curriculum.
CULTURAL CAPITAL/DEVELOPMENT		
- Educational visits and experiences planned to offer opportunities to pupils. - Continued work with EWO and families for whom absence is a concern.	Children and families have had access to school staff to be able to share concerns and continue to offer advice and support.	- Continue to track persistent absentees and plan & implement meaningful support. - Continue to plan educational visits and trips to provide our

- Continued to support families financially if in need. - Continued to expose pupils to other cultures and celebrate differences through curriculum delivery.		pupils with cultural and educational opportunities.
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ATTAINMENT



- Adapting curriculum and teaching as necessary to continue to plug gaps in learning. - Attainment and progress analysed for identified groups that we are tracking carefully. - Plan effective additional tutoring support for identified pupils in Y3 using Recovery Premium.	- Pupils identified have been in receipt of regular catch-up intervention (additional teaching in small groups.) Specific learning objectives have been identified by teachers and the catch-up teaching is highly focused. - Pupils' attainment continues to be negatively impacted by school closures (especially writing). - Pupil Progress Meetings – common barrier that has been identified by teachers is time to conduct planned interventions. Also negatively impacted by staffing absences. - New assessment (NTS) for Reading and Maths from Y2 to Y6 has provided clarity and consistency in teacher assessments.	- Assessment of foundation subjects. - Inform stakeholders that KS1 SATs are no longer statutory from May 2024.
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BEHAVIOUR AND ATTITUDES		
Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
BULLYING AND DISCRIMINATION		
All serious behaviour incidents are reported comprehensively on CPOMS – this includes subsequent actions, any communications with parents, risk assessments and advice sought from professionals.	- 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.	- Provide meaningful opportunities for pupils to share their concerns about bullying and discriminatory behaviours. - Pupils voice via school council and Heads Team. - Appoint Anti-Bullying Ambassadors for 2023-24. - Continued to encourage pupils to 'stand up and speak out' against any discrimination or bullying behaviours. - Pupils that attended the Anti-Bullying Workshop to plan events and raise awareness in school via School Council. - Work alongside LA to review our Behaviour Policy and Anti-bullying Policy in light of SEMH project/training. - Anti-bullying week 13th – 17th November 2023. Theme – 'Make a Noise About Bullying'
ATTENDANCE & PUNCTUALITY		
- Attendance since 01/09/23: 97.3% 2.4% authorised absence 0.28% unauthorised absence - Requests for term-time holiday absence this academic year: 10 requests (not total of days, not including medical appointments) 6 authorised (not yet CSA, school visits, funeral) 4 unauthorised requests (holidays). - Persistent absence (less than 90% attendance which equates to missing 3 days or more this year): 16 pupils 7.7%. Of the 16 pupils, 9 pupils have had 4 or less days of illness. - Letters of concern around attendance sent to parents from Headteacher. - Attendance meetings with families of high concern.	- 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. - Engage with the LA on the ERSA programme (Emotionally Related School Avoidance) with a view to supporting identified pupils. - Work with attendance link Governor to monitor absence and procedures. - Continue to ensure attendance is a standing agenda item on all Governor Meetings. - Continue to provide governors with attendance data via HT reports.

• Letter to all parents around attendance and importance of good attendance. • EWO commented that our attendance is comparatively good. • Attendance Lead has attended RBWM network meetings and engaged with strategies and suggested toolkits to improve and support attendance. • Reviewed Attendance Policy		
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PERSONAL DEVELOPMENT

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
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LEARNERS BROADER DEVELOPMENT

• Transitions for new EYFS into school. • School values and vision discussed through CW and on-going. Courageous advocates recognised for 'doing good'. • New peripatetic music lessons commenced. • Pupil Leaders in Y6 have taken on their roles and responsibilities. • Charters and St. George's students are volunteering their time. • Buddy system is in place for EYFS and Y1. • Opportunities for pupils to engage and compete with cluster schools in areas other than sport • Pupils leading CW. • Provision of and take up of extra-curricular clubs has increased. • ELSA (pastoral support) provided supplemented by No 22 Counselling and another staff member qualified in ELSA. • NSPCC assemblies • Clubs other than sports clubs offered this term: ➢ Cookery ➢ Lego ➢ French ➢ Spanish ➢ Chess	• Y6 Pupil Leaders have grown in confidence and shown great leadership skills when organising and presenting to our school family and visitors. • Our termly values were still discussed and explored through virtual Collective Worship promoting pupils' character development and understanding. • Pupils are exposed to discussions about tolerance and respect often. They have the chance to see others' views and show respect. • NSPCC workshops focus on citizenship and PSHE contributed towards pupils' personal development. • School is providing a wide range of extracurricular clubs providing pupils with a range of experiences and opportunities to develop their personal development.	• Continue to develop the pupil leadership roles to provide opportunities for pupils to use personal skills and share ideas about how to shape/grow the role. • Continue to publicly recognise, encourage and celebrate pupils' 'Living the Vision' and showing courageous advocacy. • Trips, visits and visitors planned to enhance Holy Trinity Curriculum and provide cultural experiences for our pupils. • Digital Leaders leading a weekly Computing Club. • Choir to Dormy House (Care Home). • ELSA provision increased.
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➤ Art ➤ Homework ➤ KS1 Arts and Crafts ➤ KS2 Art ➤ Choir ➤ Guitar		
PHYSICAL HEALTH		
• Engaged in Inter-Sport competitions and festivals with the local cluster. • Clubs offered this term: ➤ Skateboarding ➤ Basketball ➤ Football ➤ Zumba ➤ Martial Arts ➤ Dodgeball ➤ Playball ➤ Gymnastics ➤ Fencing ➤ Netball • Cluster Swimming gala at St George's	• 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.	• Investigate the possibility of an all-weather running track around the field; PTA raising funds. • Physical health elements of new RHSE curriculum to be secure. • Continue to promote the Daily Mile and the possible future all-weather track
MENTAL HEALTH		
• Additional member of staff trained to provide ELSA. • No 22 Counselling continuing to be funded by school and provided for identified pupils.	• Staff are aware of the Staff Wellbeing Policy and how to seek support if needed (two staff members have accessed support when signposted to it and have found this support helpful). • Nurture Groups provide support to pupils with friendship/social interaction difficulties in a safe way.	• Continue to signpost staff and support staff to professional support should they require it. • Provide support for parents of children with SEMH and signpost to further advice/support.
CHRISTIAN DISTINCTIVENESS		
• RE Leader working with pupils to develop Prayer Spaces for Collective Worship. • Prayers on prayer tree promoted. • Pupils leading Collective Worship. • Harvest Services at Church. • Children's Prayer Group led by Rev Jon.	• 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	• RE Leader working with pupils to develop Prayer Spaces around school inside and out. • Familiarise ourselves with the recently published 'Guidance for Collective Worship' document to ensure we are at least compliant. • RE Leader and SIAMS Governor lead SIAMS training for staff and Governors. • SIAMS leader to ensure our website is fully reflective of our practice.

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	- continuing to be involved in Collective Worship. - Pupils and staff felt able to somehow contribute towards helping those in more need than ourselves.	Space Makers training for SIAMS Leader - visit practicing school.
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LEADERSHIP AND MANAGEMENT

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
LEADERSHIP		
- SDP 2023-24 developed and shared. - All subject Leaders have produced their HUGG 2023-24. - Ensured subject leaders have regular, weekly time to fulfil their responsibilities. - Staffing in place despite late notice resignations and pupils with high needs joining. - Continued to seek and provide high-quality CPD for subject leaders. - Implemented monitoring programme incorporating Subject Leader time. - Walkthrus – 3 year project focusing on The Holy Trinity Way (Consistent pedagogy in teaching and learning). - Teachers Performance Appraisal undertaken. - 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. - Updated SEF to ensure focus on Ofsted Framework. <u>Governance</u> - New parent Governor recruited. - Clear succession planning in place. - Focus on preparation for OFSTED. - Continued to plan Governor visits linked to SDP and actions from previous visits.	- Staff supported and developed in their roles (see CPD record). - School Leaders accessible to all staff for support. - Curriculum at Holy Trinity is well planned and sequenced and leadership roles are distributed. - Performance Appraisal ensures focus for all on SDP foci and personal development. - SEF provides leaders and Governors with clear picture of how Holy Trinity is currently performing. <u>Governance</u> - All scheduled meetings have gone ahead providing strategic direction and support to the leadership. - Governor's have detailed understanding of how Holy Trinity Curriculum is implemented with consistency and why curriculum choices have been made by the Leadership Team. - Governor training has continued virtually/in person to ensure all governors are fulfilling their roles. - Governor visits linked to SDP and actions from previous visits are on-going monitoring and challenge. - Headteacher feels fully supported by Governing Board to deliver SDP and fulfil responsibilities.	- Pedagogy practice CPD with teachers resulting in Policy produced (The Holy Trinity Way). - Subject Leaders utilising Subject Leader Audit to guide their ongoing leadership work. - Time to coach all teachers in their teaching and learning practice to ensure consistency: 'The Holy Trinity Way' <u>Governance</u> - Continue to explore the options of academisation. - Governors visits to link to SDP. - Ensure Governors are well prepared for the upcoming inspection. "How do you know?"

- Continued to attend training. - Exploring the options of academisation as set out in the White Paper.		
FINANCE		
- Staffing car park extension funding conditions explored with insurance company. - Ensured any outstanding actions on Fire Health and Safety action plan from LA have been actioned in a timely manner. - Appropriate spending of Recovery Premium 2022-23 (approx. £2K) - Continued to budget carefully to accommodate drop in funding from April 2023. - Ongoing boiler repair issues. - Technology replaced in 4 classrooms. - Rolling programme of capital spend (refurbishment work) compiled and ongoing. - Phase 2 roof repairs complete.	- Recovery Premium (Catch-up funding) being used well to benefit identified pupils that have been disadvantaged due to school closure. - Budget reflects reduction in pupil numbers and plans for it accordingly. - Classroom technology fit for purpose. - Building is a fit for purpose, inviting and safe.	- Boiler replacement to be explored with LA. - Decarbonisation working party to agree actions – additional grant of £15,956 to be used for this purpose (window repair/replacement). Liaise with Diocese. - Explore financial implications of becoming an academy. - Explore costs/funding for hall refurbishments. - Quotes for running track. - Existing server storage and equipment disposal to be arranged 99 year land lease to be extended – conversations with St John's college and diocese. - Fire and asbestos H&S visit from LA. - Explore cost of replacing flooring in KS2 classrooms, corridors and hall. - School Purchase Card in place from new financial year. Included in Finance Policy. - Explore a new IT managed service contract due to Charters ending current SLA at Christmas. - Negotiate a new management contract for IT provision on behalf of the Ascot Cluster. - Budget for staff recognition.
SAFEGUARDING (See also Annual Safeguarding Report to Governors)		
- Governors visit to monitor use of SCR, filtering and monitoring and advise. - DSLs have continued to work closely with social care to support families in need. - Low Level Concerns reporting procedure in place. - DSLs attended RBWM network training and DfE webinars.	- 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 staff are refreshed in Prevent training. - Ensure all staff are clear about what a low level concern about an adult is and how to report it. - Ensure posters/display are in school to support pupils in how they can report a concern. - Receive half termly monitoring of online activity report – include in new managed service contract. - Ensure Acceptable Use Policy includes staff responsibility for reporting online concerns during

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- Filtering and Monitoring risk assessment and annual review introduced. - Filtering and Monitoring Governors appointed (Rev Jon Hutchinson and Dolapo Ogunbawo). - Annual safeguarding audit returned to AfC. - Ensured all safeguarding documents were passed on to new schools securely. - Induction for new staff. - Reviewed Safeguarding and Child Protection Policy in light of KCSIE 2023 changes. Published on website. - KCSIE staff quiz.	As result of KCSIE quiz, ensure all staff aware of how to report a low-level concern. Concerns are acted on appropriately in a timely manner.	on-going monitoring when pupils use devices in school.
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STAFF

- Continued to provide CDP (internal and external) for subject leaders. - Planned staffing responsibilities for September. - Supported staff in moving year groups to ensure secure subject knowledge and confidence in Holy Trinity Curriculum. - Inducted a new staff member.	- 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.	- Recruit a TA f/t - Induct new staff member once recruited. - TA performance appraisal.
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STAFF WELLBEING

- Staff Wellbeing Policy reviewed and shared with staff. - Ensured pupil workbooks were ordered in plenty of time before the end of the year so that they could be labelled and ready to go in September (raised on staff survey). - Ensured subject leader time is planned weekly and goes ahead despite any staffing absences.	- Staff know how to access support if needed. - Performance Appraisal discussions are an opportunity for staff to share any concerns about wellbeing. Mental First Aiders on staff team to support if need identified too. - Teacher workload survey has provided an opportunity for teachers to highlight any issues – feel their wellbeing is important to leaders. And changes made as a result.	- SMHL to follow on actions resulting from staff mental health survey. - Continue to look for ways to reduce workload and more efficient practices.
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Reports from Assistant Headteachers

Mrs Carmel Barnes		
Key responsibilities: • Safeguarding & Child Protection (DSL) • SIAMS • RE • Collective Worship • Vision & Values - Strategy • Performance Appraisal • MFL • Art • Senior Mental Health Lead • Finance shadow		
Implementation	Impact	Intention
What have I accomplished since the last report?	How has this made an improvement?	What are my next steps?
• SIAMS Training completed June 2023 and document produced for Governors to present at next FGB Meeting. • Accepted to be a part of Diocesan Scheme of Work Writing Group – allocated UKS2. • CW seasons wheel completed. • Spiritual Leaders elected and initial meeting to discuss goals. • Harvest Service - whole school involvement at church. • Prayer Group led by Rev Jon re-introduced post pandemic. • Living the Vision board updated in the hall. Celebrating a year of our community 'doing Good and being Happy.' • Performance Appraisal of Teachers completed. • RE, SIAMS, CW, Art and Wellbeing HUGGS completed. • Children's Christmas Art School Fundraiser completed. • Continue to support families experiencing difficulties through DSL role. • Welcomed onto F&R Governing Committee. • Attended Governor Meetings. • SIAMS focus: To lead HT through preparing and developing our SEF.	• Understanding the changes to SIAMS inspection framework is known to all stakeholders and what is required to complete SEF. • Involvement in the Scheme of Work Writing party will enable HT curriculum in RE to encompass current Worldview thinking. • A celebration of our community, "doing Good and being Happy" and inspiring others to live our vision. • Spiritual Leader's have lots of good ideas: - prayer spaces, spiritual garden stones and completion of Space Makers to involve whole school. • An opportunity led by Rev Jon to develop the power of prayer to pupils and staff. • Staff feel well supported and valued and know that Leadership team take their wellbeing seriously.	• SIAMS SEF to be completed over the 2023_2024 with all stakeholders' voice. Not on the list for inspection next year. • SIAMS website upgrade for more notable presence online. • Charity – local/national/global links? Link with HT Church. • Marion Standing to visit 2023_2024 to collect evidence of stakeholder voice. • RE Curriculum to be reviewed and Diocesan scheme as a potential scheme to follow. • Continue to celebrate and display children's learning in RE. • New Spiritual Leaders to look at additional prayer spaces. • Continue to assess impact of new phonics scheme.

Stacey Harding

- School Council
- PTA link
- TA Lead
- English Lead
- P.E. and School Sports Lead
- Student Placements
- Performance Appraisal
- DDSL
- Behaviour & Safety
- Feedback and Marking
- Assessment
- Data tracking and Analysis

Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
• PTA summer fair • PTA agreed to fund library project, new carpet mats for EYFS and KS1 classrooms, and the allotment. • New PTA Committee agreed and meetings attended.	• Community feel to events – school community. • Money raised will be spent on projects and resources needed.	• Continue to attend meetings and liaise with PTA on future fundraising events and projects. • Christmas Fair
• TA meetings • Individual conversations with TAs about concerns / staffing etc. Support given.	• TAs updated on relevant information including safeguarding and Walk-thrus. • TA given opportunity to voice ideas/ concerns. • Individual conversations allow confidential matters to be discussed.	• Continue to maintain and further build positive relationships, making sure all staff feel valued and ensuring high staff morale.
• Organised time for EN to hand over subject to TP.	• Smooth transition for history.	
• NTS assessments given to teachers for autumn summative testing.	• Analysis allows groups to be identified for intervention. • Analysis allows for trends to be identified and targets set.	• Consider the usefulness of EYFS data on the same sheet as KS1 and KS2 data. • Explore the tools and data provided by the NTS assessments and the online tool. • Order future NTS assessments.
• Eco-committee elections held – two pupils from each class Years 1-6 elected. • Eco-committee spoke in CW. • Liaised with parent about gardening club / allotment. • Gardening / Eco-committee lunchtime club started up – run by parent volunteer and HLTA.	• Pupils more aware of environment around them / sustainability ideas – growing their own food. • Stakeholder – parent / school links	• Cordon off area for this club to plant various vegetables etc at the back of the field. • Look at using Michael Jones for curriculum / trips related to geography and science curriculum. • Link to foodbank perhaps / raise funds through selling of produce. • Hold a meeting to discuss ideas other than allotment / gardening.
• School Council elections held – two pupils from each class Years 1 – 6 elected.	• Pupils have a voice in decision-making, learn about democracy and practise speaking and listening skills. • Confidence / independence.	• Hold meetings to discuss the year ahead.

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- Run athletics club (summer). - Netball club (autumn) - Year 5 Olympics Day at St. George's. - Years 5 & 6 Rounders competition - Charters - Years 5 & 6 Athletics competition - Charters - Liaised with Year 6 house / vice captains – they then ran an inter-house sports competition for KS1. - KS2 House Rounders competition. Teams managed by house & vice captains. - Years 5 & 6 football trials held and team selected by football coach. - Y5/6 football match against St. Michaels. - Y5/6 football tournament at charters. - Y5/6 Swimming Gala attended at St. George's, Ascot.	- Clubs well-attended. Some boys attending netball club. - Gives pupils experience of competitive sport against other schools. - Forming and maintaining relationships with staff at other schools – useful contacts. - Pupils receive certificates in CW and celebrated by the whole school. Matches/ tournaments reported on weekly newsletter. - Holy Trinity finished in second place after all the Charters tournaments. - Leadership development for year 6 pupils ahead of Secondary School where they may complete leadership courses. - Sense of community – older pupils leading, encouraging younger ones; acting as role models. - All the above help raise profile of competitive sport within school, encouraging healthy lifestyles – physical and mental.	- 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. - Analyse attendance at extra-curricular sports clubs, look at groups i.e. gender, pupil premium etc – in order to target less active pupils. - Y5 & 6 boys football tournament in Maidenhead - Y5 & 6 girls football tournament in Maidenhead - Y5/6 and Y3/4 girls football competitions at the Marist - Netball masterclass and tournament at Charters
Led English staff training	- Sentence Stacker breakdowns help teachers to plan grammar and punctuation lessons into TWS units. - John Murray reading resources ensure consistent, high quality explicit teaching of reading skills from years 2 – 6. - Writing Wall of Fame celebrates writing and Proud Cloud certificates celebrate reading – raising the profile of both across the school. 'Recommend a book' bookmarks allow for peer recommendations.	- Write Sentence Stacker breakdowns for spring term - Writing Wall of Fame to be updated half termly and pieces of work celebrated on website. - Monitor use and impact of John Murray reading resources. - Monitor use of Proud Cloud certificates and celebration on webpages and in classrooms of reading books from yearly book lists to encourage broadening of pupils' reading diets.
- Organisation of library company to revamp library. - Liaise with company, parent volunteers and Year 6 librarians. 'Sifting' of library books prior to library company work. - Parent volunteers and year 6 librarians received training from library company. - Review of books in Reading Retreat to ensure KS1 books reflect ELS scheme, and to slot former guided reading books into reading scheme where appropriate.	- Library is taking shape – organised and fit for purpose. - Enthusiastic parent volunteers (stakeholders) – school community feel.	- Library to 'go live'! - Parent volunteers to train a few members of staff. - Year 6 librarians to read to younger pupils during lunchtimes. - All classes to have a library slot.
Identify pupils for catch-up funded support across years 3 & 4 for the autumn term.		- Liaise with tutors and class teachers. - Monitor impact of this intervention.
English network meetings attended.	- English subject leader has up-to-date knowledge. - Professional dialogue with colleagues.	Continue to attend these when scheduled.

SEND Report – See Annual Report to Governors

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Statistical Data

Number on roll - 207

Below is a chart showing the number of pupils for week ending – 20/10/2023

Year Group	Number on roll	Boys	Girls
Reception	25	15	10
Year 1	30	15	15
Year 2	30	13	17
Year 3	32	17	15
Year 4	30	13	17
Year 5	30	18	12
Year 6	30	18	12
TOTAL	207	109	98

First Language

Albanian	Bengali	Chinese	English	Latvian	Panjabi	Polish	Refused	Spanish		
1 (0.48%)	2 (0.96%)	1 (0.48%)	201 (96.48%)	1 (0.48%)	1 (0.48%)	1 (0.48%)	1 (0.48%)	1 (0.48%)		

Ethnicity

Bangladeshi	Black & any other Ethnic Group	Chinese + Any Other Ethnic Group	Filipino	Indian	Other Asian	Other Ethnic Group	Other Mixed Background	Other Pakistani
2 (0.96%)	1 (0.48%)	1 (0.48%)	1 (0.48%)	12 (5.76%)	1 (0.48%)	1 (0.48%)	5 (2.4%)	2 (0.96%)
Other White British	Refused	Sri Lankan Sinhalese	White British	White English	White Irish	White & Any Other Asian Background	White and any other Ethnic Group	White & Asian
7 (3.36%)	1 (0.48%)	1 (0.48%)	4 (1.92%)	133 (63.8%)	3 (1.44%)	5 (2.4%)	6 (2.88%)	1 (0.48%)
White & Black African	White & Black Caribbean	White & Chinese	White & Indian	White Eastern European	White European	White Other	White Western European	
1 (0.48%)	2 (0.96%)	3 (1.44%)	3 (1.44%)	1 (0.48%)	4 (1.6%)	1 (0.48%)	5 (2.4%)	

Religion

Anglican/ Church of England	Buddhist	Christian	Hindu	Methodist	Muslim	No Religion	Other Religion
60 (28.8%)	2 (.96%)	38 (18.24%)	6 (2.88%)	1 (0.47%)	7 (3.3%)	53 (25.44%)	2 (.96%)
Refused	Roman Catholic	Sikh					
11 (5.28%)	18 (8.64%)	9 (4.32%)					

Special Educational Needs & Disabilities

Pupil Premium

Term	SEN Support	EHCP	Year	Ever 6 pupil number FSM pupil number	Looked after and adopted	Pupil Premium pupils total
Autumn 2023	23	4	Autumn 2023	18	2	19

Attendance

Attendance		Target 2023-24: 97%	
Whole School End of Year	Pupil Attendance %	Pupil Attendance %	01/09/23 – 17/10/2023
		Class	
Sept 2012 – July 2013	95.7%	EYFS	97.9%
Sept 2013 – July 2014	96.6%	Year 1	94.9%
Sept 2014– July 2015	96.8%	Year 2	98.2%
Sept 2015 – July 2016	97.1%	Year 3	98.7%
Sept 2016 – July 2017	96.9%	Year 4	97.1%
Sept 2017– July 2018	96.6%	Year 5	97%
Sept 2018 – July 2019	96.5%	Year 6	97.2%
Sept 2019 – July 2020	95.3%	TOTAL (Whole School)	97.3%
Sept 2020 – July 2021	96.7%		
Sept 2021 – July 2022	94.09%		
Sept 2022 – July 2023	96%		

Staff CPD training

Autumn Term 2023			
Date	Staff	Course/training	Lead/provider
04/09/23	All teaching staff	Subject Leader and SDP in house training	Headteacher
11/09/23	Staff	OFSTED updates	Katherine Russell (SEBMAT)
18/09/23	SIAMS Lead	Contemplative Toolkit	Oxford Diocese
19/09/23	RE Lead	RE Central Network	Oxford Diocese
20/09/23	Headteacher	Heads Together	AfC
25/09/23	Headteacher & Assistant Headteacher	WalkThrus	Tom Sherrington via AfC
28/09/23	SENDCO and DT	Designated Teacher Conference	AfC
26/09/23 & 28/09/23 & 04/10/23 & 10/10/23 & 17/10/23 & 19/10/23	1 x TA	ELSA training	AfC (Education Psychology Services)
28/09/23	Admin Officer	Attendance Network Hub	DfE
04/10/23	Headteacher	DSL Web Filtering webinar	LGFL
04/10/23	Headteacher	Pupil Premium Network	AfC
10/10/23	SENDCo	SEMH Network mtg	AfC
11/10/23	Bursar	Bursar Support	RBWM
18/10/23	Headteacher	Heads Together	AfC
30/10/23	All teaching staff	INSET on The Holy Trinity Way – Walkthrus and T&L Pedagogy	Headteacher
31/10/23	Headteacher/DSL	Multi Agency Threshold Guidance	AfC
01/11/23	Assistant Headteacher	Assistant and Deputy Headteacher Network mtg	AfC
03/11/23	Headteacher	Education Leadership Forum	AfC
06/11/23	Collective Worship Lead	Collective Worship Network	Oxford Diocese

Record of Governor Training/Courses Attended 2023-24

Date	Governor	Course/Training	Lead/Location
Autumn 2023			
11/09/23	All Governors	OFSTED updates	Katherine Russell (SEBMAT)
14/09/23	Clerk	RBWM Clerk Briefing	RBWM
18/10/23	Aileen Boaler Dolapo Ogunbawo	Safeguarding – The Governors Role	RBWM
01/11/23	Andrea Williamson	Governor Visits to School	RBWM

Staffing

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

Staff Absence	Current year to date	Full Year 2022-2023	Full Year 2021-2022	Full Year 2020-2021	Sept - March 2019-2020	Full year 2018-2019	Full Year 2017-18	Full Year 2016-2017	Full year 2015-2016
Teachers (9.6)	18	25 (+64 long term absence)	138 + 38 long term absence	54	22.5	60	28	43	8
Teaching Assistants (11.5)	21	87 (+ 103 long term absence)	189 + 31 long term absence	243.5	72	156.5	74	53	91.5
Non-teaching (3)	1	4	19	91	1	4.5	6	18	37
TOTAL	40 days	283 days (116 days without long term absence)	415 days (346 days without long term absences)	388.5 days	95.5 days	221 days	108 days	114 days	136.5 days

Behaviour and Incident reporting (since the last report)

- There have been 2 fixed term suspensions this academic year and 0 permanent exclusions this academic year.
- We have no incidents of racist behaviour to report.

Health and Safety & GDPR

- Heating system in need of repair – not fit for purpose. Concern for pupils & staff wellbeing and comfort.
- Possible data breach reported to DPO. (Diocese breach)

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

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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?
19/09/23	Revd. Jon Hutchinson & Dolapo Ogunbawo	Safeguarding	Jo Griffith DSL	- SCR check - Information gathering regarding Filtering and Monitoring of online activity.	complete
11/09/23	Andi Williamson English Link	Writing	Stacey Harding English Lead	- Assessment in English - Interventions for less able	next governor visit

Policies reviewed this term

Standards and Curriculum Committee
Complaints Policy and Procedure
Intimate Care Policy
Monitoring and Evaluating Policy
SEND Information Report
Remote Learning Policy
Attendance Policy
Homework Policy
Finance and Resources Committee
Managing Allegations of Abuse against Staff
Breakfast Club Policy
Whistleblowing Policy
Staff Induction Policy
Full Governing Board
Home School Agreement
SEND Policy
Safeguarding and Child Protection Policy
Governing Board Code of Conduct
Disciplinary Policy and Procedures
Admissions Committee
Admissions Policy and Arrangements

Conclusion

Firstly, let me put it on record how happy and relieved I am to be back in school. Thank you again for all the support and messages whilst I was off sick.

Our focus on Holy Trinity Curriculum is continuing this year with a refresh of how we assess foundation subjects. Alongside this, we are working on consistency in our teaching and learning strategies (pedagogy) to be able to ensure The Holy Trinity Way is clear and known by all.



Thank you to all those team members who have contributed to this report and to Governors for your dedication, challenge and support.

Jo Griffith

Mrs Jo Griffith
Headteacher

GLOSSARY

AfL	Assessment for Learning
APS	Average Point Score
ARE	Age Related Expectations
ASC	Autistic Spectrum Continuum
CAHMS	Child and Adult Mental Health Service
CIN	Child In Need
CPD	Continual Professional Development
CSA	Compulsory School Age
DBS	Disclosure and Barring Service
DfE	Department for Education
DSL	Designated Safeguarding Lead
DT	Design and Technology
EAL	English as an Additional Language
ECF	Early Career Framework
ECT	Early Career Teacher
EHCP	Education Health Care Plan (produced by RBWM)
EIA	Education Improvement Adviser
ELG	Early Learning Goals
ELKLAN	Speech and language training
ELS	Essential Letters and Sounds
ELSA	Emotional Literacy Support Assistant
EMAG	The Ethnic Minorities Advocacy Group
ERSA	Emotionally Related School Avoidance
Ever 6	Those who continue to attract PPF who have been on FSM in the past
EYFS	Early Years Foundation Stage (Reception Year)
FGB	Full Governing Board
FFT	Fischer Family Trust (data)
FSM	Free School Meals
GDPR	General Data Protection Regulations
GDS	Greater Depth Standard
GLD	Good Level of Development (pupils have met or exceeded in the prime areas– PSE; physical and communication and language. And the ELGs in mathematics and literacy).
HLTA	Higher Level Teaching Assistant
HR	Human Resources
HT	Headteacher
HUGG	Huge Unbelievably Great Goal
ICT	Information, Communication and Technology
IEP	Individual Education Plan
ITT	Initial Teacher Training
KCSIE	Keeping Children Safe in Education (safeguarding document .gov.uk)
KS1	Key Stage 1 (Year 1 and 2)
KS2	Key Stage 2 (Year 3 to Year 6)
LA	Local Authority
LADO	Local Authority Designated Officer
MASH	Multi Agency Safeguarding Hub
MFL	Modern Foreign Language
MTC	Multiplication Tables Check
NELI	Nuffield Early Language Intervention
NC	National Curriculum 2014
NOS	National Online Safety
NNEB	Nursery Nurse Examination Board (qualification)
NPQH	National Professional Qualification for Headship
NPQSL	National Professional Qualification for Senior Leaders
NQT	Newly Qualified Teacher
NTP	National Tutoring Programme
ODBE	Oxford Diocese Board of Education

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