

Holy Trinity Church of England Primary School



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Chair of the Governing Board: A. Boaler

HEADTEACHER'S REPORT (School Self-Evaluation) J.Griffith

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

**TO THE GOVERNING BOARD OF
Holy Trinity Church of England Primary School
Spring Term 23rd March 2021**

'I know that there is nothing better than to make people 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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Holy Trinity CE Primary School
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Ofsted: June 2018 1 day inspection: **GOOD** Safeguarding is effective and the quality of learning and teaching is good.

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

School Context

- This voluntary aided primary school has 241 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 95.85% (National: 78.6% RBWM: 82%).
- The number of pupils entitled to pupil premium and Ever 6 funding is 23 (9.5%) and is below the national average (17.3% Jan 2020).
- 6 pupils have EHC Plans for learning difficulties, disabilities and additional needs (6 pupils: 2.4%) which is below national average (3.3% Jan 2020).
- 35 pupils are on our SEN register. 29 do not have an EHCP (14.1%). This is above national average of 12.1% (Jan 2020).
- The gender ratio is boys: 52.2% and girls: 47.7%.
- Our attendance target for 2020-21 has been agreed by Governors as 96.5%. The whole school attendance attainment for 2018-2019 was 96.5%. for September 2019 – July 2020 attendance was 95.3%. Autumn term 2020 attendance was 97.1%.
- Persistent absence for current year is 6.6% (16 pupils). (4 pupils have prolonged absence due to severe illness. 1 pupil has a severe ongoing medical condition that requires hospitalization. 2 pupils have high SEN needs and we are working closely with these families to offer support for improved attendance.) The national rate of persistent absence for primary schools (2019/20) is 11.23%.
- In 2018/19 our rate of overall absence of 3.5% was slightly below the national average for schools with a similar level of deprivation (3.9%).

Staffing Structure

The school senior leadership (The Heads Team) is made up of the Headteacher (previously one of the co-Headteachers) and the two Assistant Headteachers. This structure has been in place since September 2020. There is a middle leadership team (The Team Leaders) who take on the phase group lead roles, subject leadership and TA deployment. The SENCo is part time and has recently been awarded the national SENCo qualification. All teaching and support staff are involved in curriculum development and each subject is led by a class teacher with TA support. 2 HLTAs, 1 pastoral support member and an NNEB form part of the TA team. There are currently 11 qualified teachers (including part time staff, the Headteacher and SENCo). 32 staff are employed by the school, some of which are part time (*this figure includes admin staff, the site manager and clerk to the Governors*). We have employed 2 qualified, experienced teachers (part-time) to deliver catch-up sessions for identified pupils across the school (September 2020).

Safeguarding, Health & Safety

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

Vision and Values

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

Curriculum & Community

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

Buildings and Premises

Fire doors have been replaced recently. Additional Wi-Fi points have been installed throughout the school to improve internet access. An outdoor access Wi-Fi point for EYFS has also been installed to enable access whilst in the outdoor classroom and Forest School. A new KS1 and EYFS outdoor Adventure Playground has recently been installed, part funded by PTA and parental donations. The timber trail, that was recently damaged by a falling tree, is due to be replaced. Work is underway with pupils to improve outdoor facilities for the future. PTA have agreed to raise funds towards this.

TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Autumn 1 2020	CORE SUBJECTS: to continue to deliver excellent learning opportunities that result in high standards of attainment. Introduce 'The Write Stuff' approach to writing across the school. PSHE: To further develop relationships with peers BEHAVIOUR: To inform pupils about anti-bullying including allergy awareness. To support pupils with their understanding of how to keep safe and healthy. E 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. To work towards achieving the 'Heathy Schools' award LIFE SKILLS: To provide opportunities for pupils to develop their life skills, including mindfulness DIVERSITY: To plan opportunities and activities that provide exposure to diversity for all our pupils	School re-opening: To ensure gaps in learning due to school closure are identified and a fit for purpose curriculum is devised. Identify any pupils in need of additional catch-up teaching and plan appropriate delivery. Impact will show effect of school closure on pupil attainment and wellbeing is closely monitored and addressed as necessary.
Term 2 Autumn 2 2020		Relationships and Sex Education: To make preparations for the new RSE curriculum. Impact will show parents are aware of the planned changes to the RSE curriculum. Policy will be in place and Staff will feel prepared to deliver the curriculum from Spring 2021.
Term 3 Spring 1 2021		Science: To further develop teaching and learning in science. Impact will show scientific investigations across the school allow opportunities for pupils to follow lines of enquiry. Impact of CPD will show teachers are more confident to deliver high quality science sessions. Pupils scientific knowledge and vocabulary will be secure and progressive throughout the school.
Term 4 Spring 2 2021		Art: To further develop teaching and learning in art. Impact will show art across the school allow opportunities for pupils to develop skills and experience a wide range of media. Impact of CPD will show teachers are more confident to deliver high quality art sessions. Progression of art skills across the school will be evident.
Term 5 Summer 1 2021		DT: To further develop teaching and learning in Design Technology. Impact will show Design Technology is planned and delivered systematically in all classes and is evident in display. Pupils will experience a variety of opportunities to design, make and evaluate products and feel proud of their achievements.
Term 6 Summer 2 2021		Curriculum Review: To review our creative curriculum. Impact will show topic based learning is enabling pupils to develop knowledge, practise skills and enhance life skills. Opportunities to build on diversity and inclusion are maximised to engage all pupils.

QUALITY OF EDUCATION		
Implementation: What have we accomplished since the last report?	Impact: How has this made improvement?	Intention: What are our next steps?
CURRICULUM PLANNING		
- English Leads have provided CPD for staff on The Write Stuff approach to teaching writing across the whole school. - Our Remote Provision Plan came into play during January and February 2021 following school closures. Teachers continued to follow the planned curriculum for their year groups. - The new Relationships and Health Education curriculum has been introduced throughout the school using the Coram Life Education resources (SCARF) online.	- Staff have a greater understanding of The Write Stuff approach. Resources and strategies are being employed by most teachers across the school. - Pupils continued to receive the planned curriculum throughout school closure through remote provision. - Classes trialling the RHE resources in order to contribute to the consultation.	- Monitor the success and impact of The Write Stuff. - English Leads to continue to provide training, support and monitor The Write Stuff. - Use what we have learned about remote provision and adapt the Remote Provision Plan as necessary. - Identify what we can continue to use from working remotely (ie homework set on Teams). - Continue to make explicit links to diversity and inclusion throughout the curriculum and throughout the year. - Continue to make writing purposeful, engaging and fun with themes that particularly encourage boys, using The Write Stuff approach. - Monitor the SCARF resources and provide further CPD for staff.
CURRICULUM IN ACTION		
Relationships and Health Education is our current focus - Subject leader training has taken place. - RHE Policy is underway and will be shared with parents, staff and Governors. - Staff CDP has started and will continue throughout the year. - Life Base TDM and classes via Zoom have taken place. - KS1 English Leader organised a World Book Day celebration 'The Masked Reader' during school closure.	- Teachers are aware of the revised requirements. - SCARF resources are accessible and a known platform for teachers. - Pupils enjoyed World Book Day celebrations and activities.	- RHE staff CPD. - Consult parents on RHE policy and curriculum content. - Ensure pupil voice is included in RHE curriculum planning and policy. - Focus on Science and Design Technology CPD and HUGGS next term.
STAFF DEVELOPMENT		
- One Team Leader in receipt of NPQSL national training. - Teachers and TAs have attended various courses specific to their development needs and curriculum areas. - EYFS teacher has been in receipt of training for the revised Development Matters EYFS curriculum that becomes statutory in September 2021.	- Roles and responsibilities are known and shared amongst staff. - New staffing structure has provided opportunities for staff to develop and learn new skills. - The school is well led and managed. - EYFS staff are aware of the new curriculum requirements.	- Continue to support staff to monitor and promote their subjects effectively in order to further improve provision for pupils. - Coach staff to be able to monitor their subject effectively. - Coach school leaders and support them in their new role.

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		- Coach Team Leaders to develop their skills. - Ensure EYFS staff are confident in the new Development Matters curriculum that comes into effect in September 2021.
CULTURAL CAPITAL/DEVELOPMENT		
- Document evidence of Cultural Capital in subjects and the impact it has on individuals learning experiences. - Providing enriching experiences for the children even with restrictions.	- Children and families have had access to school staff to be able to share concerns and continue to offer advice and support. - Children have had access to high quality experts in their field and a hands on approach to learning. Examples include: ➤ Upton Court Roman Day visit for Y4 ➤ Y5 virtual visit from Chertsey Museum (Anglo Saxons) ➤ Y6 virtual visit from Chertsey Museum (WWI) ➤ Y3 visit to Holy Trinity Church to learn about Baptisms ➤ Y3 & Y4 Hockey intra sport competition ➤ Y5 & Y6 football intra sport competition ➤ Y2 Cadbury World virtual visit ➤ Y5 Viking Day ➤ Y1 virtual visit to Windsor Castle	- Continue to monitor vulnerable pupils with identified barriers and consider how planned trips/visits and experiences are enhancing their cultural experiences. - Continue to work with families if absence is a concern. Work with the EWO and other agencies to provide support as necessary. - Continue to consider creative ways to expose all our pupils to cultural and learning experiences during the current restrictions.
ATTAINMENT		
- Pupils needing catch-up intervention identified across the school and progress and impact is being monitored and tracked. - Two experienced teachers employed to deliver the catch-up sessions (3 mornings per week in KS2, 1 morning per week in Y2 phonics & 1 morning a week in EYFS). - Targets for Reading, Writing Maths and SP&G set for the end of the year based on teacher assessment from Spring 2020 and past performance. - Autumn 2020 data gathered and analysed for groups and subjects. - Autumn 2020 data (Autumn 2019 data shown for comparison) shows pupils	Pupils identified for autumn 2020 catch-up intervention are in receipt of regular, additional teaching in small groups. Specific learning objectives have been identified by teachers and the catch-up teaching is highly focused. Impact on progress is yet to be known due to further school closure. These pupils will continue to be tracked closely.	- Teachers to ascertain pupil attainment and gaps as a result of 2021 school closure. - Spring 2021 Catch-up pupils identified and catch-up provision in place. - Pupil Progress meetings to take place to discuss ways forward, interventions and barriers identified for pupils causing concern. - ARE statements for all foundation subjects agreed and used by teachers. - Monitor and track the progress of identified catch-up groups and adapt the provision as needed as we progress through the year. - Monitor potential gaps if pupils need to self-isolate or bubbles are collapsed. The Remote Learning provision will be in place but teachers will monitor

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across the school achieving ARE: ➤ Reading: 85% (83%) ➤ Writing: 71% (76%) ➤ Maths: 81% (83%) • All statutory tests and data submission are cancelled in Summer term 2021. We are engaging in LA and cluster moderation to ensure robust teacher judgements.		uptake and may need to re-cap when pupils return. This will be on-going monitoring.
Relationships and Health Education		
• RHE subject leader attended training from RBWM and Oxford Diocese. • Policy is underway. • Curriculum resources (SCARF) already known to staff. • Life Base to deliver virtual lessons for all classes and CPD for teachers. • All classes have been accessing the SCARF resources to deliver the proposed curriculum.	• RHE subject leader able to lead on policy, curriculum and staff CDP.	• Complete RHE curriculum map and resources to be used to include as an appendix in policy. • Consult parents and pupils on RHE content and policy. • CPD for teachers led by subject leader. • Share RHE curriculum intent with parents and provide opportunities for feedback. • RHE policy to be ratified. • 1 x KS1 and 1 x KS2 class pilot the RHE curriculum and feedback.

BEHAVIOUR AND ATTITUDES		
Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
LEARNING BEHAVIOURS & CONDUCT		
• Support and appreciation to enable all staff to work differently under hyper-vigilant status. • Appreciation of one another in a crisis situation. • Staff, parents and children have adapted very well to the remote learning provision. Behaviours on-line during remote learning were a focus for teachers as well as learning. • 'Attendance' during remote learning was high. Any pupils identified as not 'attending' were contacted to offer support. Some had technical barriers. Providing laptops helped to ensure they were able to continue to 'attend'.	• Children and individual families have been supported. • Staff wellbeing has been accelerated to minimise anxiety. • Team strengthened. • Providing laptops (11 in total) to pupils that needed them enabled them to continue to access teaching and learning throughout school closure.	• Monitor closely the engagement and wellbeing of pupils since school's re-open. • Provide CPD for teachers on NOS and monitor the impact of the lesson resources available. • Plan CPD around metacognition for all staff to further support pupils with learning both in school and at home. • Include First Aid in the new RHE curriculum.

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BULLYING AND DISCRIMINATION

- Display work showcases learning undertaken by UKS2 pupils around Black Lives Matter: 'Black Heroes Past and Present'. - Odd Sock day encouraged children and staff to raise awareness of individuality and acceptance of others.	- Pupils in UKS2 were enthused to learn about prominent black figures and this learning was woven into their curriculum through History, PSHE and Art. - Making 'oddness' and individuality a topic of discussion raised awareness and also gave pupils a platform to discuss their feelings. Encouraging pupils to 'Stand Up, Speak Out' about bullying behaviours reinforced our Christian values as well.	- Continue to monitor behaviours throughout the school and work with parents and pupils as necessary. - Ensure pupils have the opportunities and safe places to share concerns with an adult.
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ATTENDANCE & PUNCTUALITY

- Attendance during Autumn term was high (97.12%) 'Attendance' during remote learning provision was very high. Although this was not mandatory, staff monitored pupil attendance and reported that for most sessions, 100% of pupils were on-line. 'Attendance' during school closure of pupils accessing remote learning was monitored closely by teachers. Any pupils not 'attending' were contacted and barriers overcome. Contact with their parents offering support was immediate. - During school closure, daily attendance data of critical worker and vulnerable children was submitted to the DfE that includes Covid-19 related absences. - The school Admin Officer has devised a school 'track and trace' system to be able to have Covid related absence information to hand should we require it.	- Despite school closure, pupils were able to 'attend' school virtually and access learning. - Attendance at school during school closure for children of critical workers and vulnerable was tracked and reported as required. We had a max of 31 pupils (13.1%) in school. - Although we are not in a position yet to know exactly the impact on attainment and progress that school closure 2021 has had, we are confident that the high levels of 'attendance' remotely will have a positive impact on maintaining standards and attainment.	- Continue to monitor and assess the effect school closure has had on pupils wellbeing and their attainment. - Continue to monitor closely pupils whose absence is concerning – liaise with EWO as necessary and support families where possible. - Continue to record Covid-related absences on our own system for both staff and pupils.
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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

During school closure, pupils were recognised for actions such as litter collecting, poetry writing for	Our termly values were still discussed and explored through virtual Collective Worship promoting pupils' character	Continue to identify explicit learning opportunities, throughout the curriculum and in wider school life, for
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competitions, raising funds for charity & 'acts of kindness'. • Virtual Collective Worship and Star of the Week celebrations continued throughout school closure to recognise effort and celebrate as a community. • Recognition Postcards were posted to children to congratulate them on their achievements.	development and understanding. • Recognising pupils' efforts (especially during remote learning) via postcards has been very well-received and resulted in increased motivation and sense of achievement and belonging.	promotion of diversity and protected characteristics. • Continue to seek ways to provide opportunities for pupils to develop their own interests and talents and share them with the school.
PHYSICAL HEALTH		
• Sports Week re-scheduled to Summer term 2021 provide all pupils with the chance of trying out new sports and raising their interest in physical activities. • Work is underway with School Council to plan the KS2 Adventure Playground canvassing ideas and suggestions from all classes. • PE curriculum for school re-opening has been re-considered to take into account restrictions and guidelines. • Magpies continue to provide specialist PE teaching. This continued through school closure with the pupils in school.	• Throughout school closure, PE has been encouraged and virtual lessons have been signposted to pupils to encourage them to continue to take some form of PE. • PE curriculum for re-opening takes into account restrictions and learning gaps.	• Explore ways to be able to continue to provide physical exercise and competition during Covid restrictions. • Continue to plan intra-sport competitions every term whilst adhering to bubble restrictions. • Plan Sports Week Summer term 2021. • Monitor the Daily Mile and encourage all classes to participate. • Continue to monitor the sports after school club provision. Follow guidelines and advice from DfE but consider providing a greater range as and when restrictions allow. • Plan swimming provision Y3 and Y4 during the summer term in a covid secure way.
MENTAL HEALTH		
• We have been carefully monitoring the mental health of staff and pupils during school closure and re-opening on 8th March. • Pupil questionnaire focusing on well-being conducted. • Resources and support for individuals (both staff and pupils) as necessary. For pupils this is mainly through ELSA support. • Staff well-being questionnaire conducted. • Staff received a sweet treat gift in the post to boost wellbeing and sense of belonging during school closure. These were very well received!	• Staff are aware of the Staff Wellbeing Policy and how to seek support if needed (one staff member has accessed support when signposted to it and has found this support helpful). • Staff report feeling well-supported during school closure but are feeling very drained and weary due to the need for rapid change of planning and acquiring new skills. • Staff treat gave staff a boost and sense of belonging to our community even though we weren't able to all be together.	• Analyse pupil questionnaire feedback and provide support where needed. • Continue to monitor pupils and follow procedures to refer internally or with external agencies as necessary. • Continue to monitor staff wellbeing and offer support where needed. • Ensure RHE curriculum includes aspects of mental health. • Ensure ELSA support is available for identified pupils. • Consider sourcing additional ELSA support using catch-up funding if necessary.

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CHRISTIAN DISTINCTIVENESS

• Revd. Jon provided a daily Advent reflection that was well-received in school and was shared with the whole community. • We were delighted to be able to celebrate Christingle in church in our bubbles. The children and staff really enjoyed the service and being back in church! • RE leader working closely with Revd. Jon who has continued to provide virtual Collective Worship for the whole school throughout school closure. • Classes have continued to enjoy Collective Worship via Teams during school closure. • Weekly assembly videos with Headteacher and achievements recognised and celebrated through video Star of the Week throughout school closure. • We have used Microsoft Teams to gather together virtually. • We were approached by the Diocesan to be involved in generating an act of worship that will be shared with all schools in the Diocese. • Head Boy and Head Girl produced a Collective Worship video (with the help of the RE Leader!) that was shared with the whole school during school closure. • School Council created a video (with the help of Miss Wallbanks!) to motivate the whole school to keep going with remote learning linking to our Christian values. • Our Christian distinctiveness has been apparent during school closure through actions taken by staff that go above and beyond expectations: delivering weekly food parcels to families in need; supporting families that may be struggling with lockdown; taking resources or handouts to families.	• Meeting virtually has kept us connected as a school family and meant we have still been able to continue to celebrate success and share vision and values messages. • Pupil leaders have reached out to the whole school during school closure to offer messages of support and motivation. These video messages have been well received and have also contributed to the sense of community. • Continuing Collective Worship following our values and planned Bible focus' has ensured our Christian distinctiveness is still celebrated.	• Continue to work alongside Revd. Jon and the Church Team to be able to provide Easter celebrations in some form. • SIAMS Leader to explore ways to engage pupils in the planning and delivery of Collective Worship. • RE Leader to work with pupils to develop Prayer Spaces around school inside and out.
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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		
Throughout COVID 19 school re-opening and the second lockdown, leadership have been navigating constant change: • Rapidly implementing procedures, guidance & policy. • Keeping staff well-informed, with their well-being and safety as priority. • Leading the school through this time has been exceptionally pressured with the need to also manage own family circumstances. • Managing professional communication and safety as high priorities. • Liaising with the LA, unions, cluster and other professional bodies. • Representing the Ascot Cluster in LA meetings. • Ensuring timely communication with parents is priority. • Finding ways to undertake statutory duties safely (i.e. Parent Consultation Meetings conducted virtually) • Continuing to market the school to prospective parents following social distancing guidelines or providing virtual tours. • Support the LA with communicating directly with parents to help reduce the spread of the virus. • Prepared detailed Contingency Planning for the event of school closure or bubble collapse. • Prepared detailed plans on the use of catch-up funding. • Supporting staff through personal circumstances. Governance • We have filled all Governor vacancies.	• Staff with new responsibilities are keen to develop their skills. • We have been able to provide staff with opportunities to develop and grow. • Holy Trinity has an experienced staff body that has had a positive impact on children and families. • Honest and open dialogue between staff and leadership is greatly appreciated. • Staff have felt reassured and supported during this uncertain time. • To be able to provide clear leadership in such uncertain times is what the staff, pupils are parents need and we are proud of our efforts!	• Continue to strengthen the new leadership team. • Navigate the ongoing impact of COVID 19 on community, staff and children. • Closely monitor staff well-being and workload. • Monitor and adapt the SDP priorities – on-going. • Monitor the curriculum gaps as a result of remote learning. Find creative and inventive ways to cover areas. • Plan for transitions for pupils joining and moving on from the school.

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• A COVID-19 working party has been set up to ensure all procedures and policies needed are secure. • All committees have continued to meet virtually despite current restrictions.		
FINANCE		
• 25 pupil laptops have been purchased. • PTA have not been able to raise the usual amount of funding due to restrictions on social gatherings. • Leasing of 12 staff laptops on a 3-year contract going forward. • Renewed the catering contract for a further 3 years maintaining current meal price and management fee. • Indicative budget received and analysed.	• Catch-up funding being used well to benefit identified pupils that have been disadvantaged due to school closure. • Replacement of 25 pupil laptops has enabled the curriculum to be delivered more effectively and with less frustration! They are fit for purpose.	• Plan KS2 playground and get 3 quotes. • Continue to seek a further 2 quotes and funds for car park expansion. • Consider staffing going forward with the double intake year leaving Summer 2022. • Pursue the set-up of a school credit card. • Continue to record costs incurred due to COVID. • Dispose of expired assets (laptops) following procedure. • Explore the possibility of future double intake Reception years with the LA. • Ensure a healthy carry forward with the 2021-22 budget to compensate for the future loss of income when the double year leave.
SAFEGUARDING (see also Annual Safeguarding Report to Governors)		
• Safeguarding arrangements updated to reflect school closure – published on our website. • DSLs in school are in constant communication (including throughout school closure) and keeping records to enable tracking of vulnerable pupils. • Referrals made as necessary. • DSL update training attended. • DSLs working closely with LA to ensure pupils with Early Help support, Child In Need plans or Child Protection Plans are fully supported. • All DSLs have this role detailed in their job description to ensure transparency and accountability. • Assistant Head attended Safer Recruitment Training.	• All staff are fully aware of procedures and signs to be aware of. • All safeguarding concerns are investigated robustly and recorded consistently. • Pupils safety and well-being is a key priority for staff – DSLs are highly committed to working with families and agencies to ensure the child's safety.	• Continue to update staff on any safeguarding information as necessary. • Ensure Internet Safety is included in RHE policy and curriculum.

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STAFF		
- All staff have remained in place. - No staff are shielding so we will have a full staff available for work.	- We retain high quality teaching staff across the school. - Staffing structure in place.	- Plan for the increase of additional leadership time for the two Assistant Headteachers. - Plan for the staffing structure once the double intake has left in Summer 2022.
STAFF WELLBEING		
- Staff Wellbeing Policy in place. - Vision lived through decision making. See 'Leadership'	Staff know how to access support if needed.	- To continue to ensure staff wellbeing and safety is priority as we continue to navigate through lockdowns and restrictions. - Continue to include a focus on staff wellbeing discussions as part of the Performance Appraisal process.

The Heads Team – Reports from the Assistant Headteachers

Mrs Carmel Barnes		
Key responsibilities: - SIAMS - RE - Collective Worship - Assessment - Data tracking and analysis - Safeguarding & Child Protection (DSL) - Performance Appraisal - MFL		
Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
- Attended safer recruitment training. - Attended Deputy/Assistant Heads conference through RBWM. - Continued to lead the school to gather in faith through collective worship during remote learning. - Explored ways to engage pupils in the planning and delivery of Collective Worship. - Continued to work closely with Early Help Team as DSL role. - Monitored wellbeing of Team A TA Bubble during school closure. - Accomplished data harvest for Autumn Term and led staff to complete assessments.	- Additional staff member to be part of the recruitment process. - Dame Alison Peacock was truly inspirational. The biggest impact was her talk on compassionate leadership. A listening school, a calm appreciation of all that is good and offers hope which fosters a sense of belonging and shared identity for both students and staff. Achieved through being authentic and genuine. - I have provided collective worship planning for all staff and continued to work alongside Rev Jon to provide church/school community links. Special thanks has to go to Ralph and Forrest for being superstars! - Head Girl and Head Boy delivered a collective worship to introduce our new value – Compassion.	- Available to be part of a selection panel for interviews with safeguarding at the heart. - To develop and engage pupil participation in planning and delivery of collective worships (House Leaders). - Continue to monitor as part of DSL role. - To review assessment processes and End of Year reporting for Summer Term. - To work closely with the LA on moderation of assessment.

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Analysed data and tracked identified groups.	- Home visit during Remote Learning to several families to just check in on wellbeing of vulnerable children and families. Families feel supported. - Fortnightly Teams calls with Team A Keyworker Group. Provided a forum to check in on wellbeing and any issues from their week in school. - Whilst data for Autumn Term was completed. On-going monitoring of potential gaps and provision due to Lockdown 2.	
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Miss Michelle Wallbanks Key responsibilities: - Behaviour & Safety - School Council - PTA link - TA Lead - Music - Student Placements - Feedback and Marking - Performance Appraisal - Creative Curriculum - P4C and Growth Mindset		
Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
- Attended virtual Deputy/Assistant Heads conference through RBWM led by Hester Bancroft and Dame Alison Peacock - Continued to lead the school council and held meetings via teams - Organised a video of encouragement from school councillors to the whole school - Supported and monitored the wellbeing of Team B TA bubble with fortnightly teams calls during school closure	- This conference made me reflect on my practice especially in terms of emotional intelligence, assertiveness and positivity within schools. Dame Alison Peacock's talk was very motivating. I was especially inspired by her focus on making sure you give children the opportunity to surprise you every day, creating learning without limits. - Meeting virtually with the school councillors made them feel valued and ensured their voice within the school continued even from home. It was their idea to then create a video of encouragement to all pupils and staff. - The video was warmly received by all and I was extremely proud of our school councillors. The video acknowledged the effort all pupils were putting in to their remote learning and helped to motivate pupils to continue.	- To continue to develop the school councillor role, ensuring their voice continues to be heard across the school during these challenging times - Continue to monitor staff well-being and ensure consistency of procedures across the school by holding and arranging TA meetings - To review our creative curriculum across the school in light of the current pandemic and school closure

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	The calls with Team B enabled staff to raise questions and check in with each other in terms of wellbeing. I then liaised with Mrs Barnes to ensure consistency across team A and B.	
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SEND & INCLUSION

(See also SEND Annual Report to Governors November 2020)

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
- EHCP applications are in progress for 2 high needs pupils – one with RBWM, the other with Bracknell. - Specific pupils on the SEND register have received catch-up provision during Autumn term. - Continued support has been offered to others with SEND. - SEND data reviewed to determine/ confirm support required for individual pupils and identify concerns. SEND and Inclusion during Spring term school closure: - All pupils with an EHC plan and an IEP provided with copies of targets / plans and resources pack at start of lockdown. - TEAMS teaching has been delivered for whole classes and groups as appropriate for pupils. - Intervention groups have run as far as practicable, with some speech and language delivered at home, small group and 1:1 sessions delivered through TEAMS and differentiated resources provided as necessary. - Some children have received home visits for delivery of resources. - Communication has been ongoing between parents and class teachers/ TAs and SENCo (email and phone calls). - SENCo has continued discussions and planning meetings with professionals such as SALT, CAMHS, Shine Team.	- Parents feel supported and know their concerns are being heard and addressed. - Continued liaison with external professionals ensures we can prioritise assessments and provision when children return to school. - Children have accessed remote learning, accessing differentiated activities as appropriate. - Children continued to receive interventions as far as possible to minimise gaps in learning and development. - Children feel confident to return to school.	- Monitor all pupils with SEND carefully as they return to school. - Identify pupils who may need additional support (academic and/ or emotional) on return. - Continue to make provision for pupils with SEND, ensuring intervention and support is put in place as early as possible. - Progress with 2 current EHC plan applications and a third (new pupil joining March 2021) for whom an EHCP needs assessment has been submitted. - Share training information on best practice with class teachers and TAs through SEND resource section on staff server.

• Information on supporting pupils in the return to school has been shared with parents. • Specific children with high anxiety were offered a visit to school before opening on March 8th.		
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Statistical Data

Number on roll

Below is a chart showing the number of pupils for week ending – 12/03/2021

Year Group	Number on roll	Boys	Girls
Reception	30	17	13
Year 1	30	14	16
Year 2	30	18	12
Year 3	30	19	11
Year 4	31	14	17
Year 5	60	27	33
Year 6	30	17	13
TOTAL	241	126	115

First Language

Albanian	Bengali	Bulgarian	Chinese	English	French	Hindi	Lithuanian	Punjabi	Polish	Refused
1	1	1	1	231	1	1	1	1	1	1
0.41%	0.41%	0.41%	0.41%	95.85%	0.41%	0.41%	0.41%	0.41%	0.41%	0.41%

Ethnicity

Bangladeshi	Black & any other Ethnic Group	Chinese + Any Other Ethnic Group	Indian	Other Asian	Other Black	Other Black African	Other Ethnic Group
1 (0.41%)	1 (0.41%)	1 (0.41%)	9 (3.73%)	2 (0.82%)	1 (0.41%)	1 (0.41%)	1 (0.41%)
Other Mixed Background	Other Pakistani	Refused	Turkish Cypriot	White and any other Asian Background	White and Black African	White and Black Caribbean	White and Chinese
2 (0.82%)	2 (0.82%)	2 (0.82%)	1 (0.41%)	11 (4.56%)	1 (0.41%)	5 (2.07%)	1 (0.41%)
White Eastern European	White English	White and any other Ethnic Group	White European	White Irish	White Other	White Western European	
4 (1.65%)	171 (70.95%)	7 (2.90%)	2 (0.82%)	1 (0.41%)	6 (2.48%)	8 (3.31%)	

Religion

Anglican	Christian	Church of England	Church of Ireland	Hindu	Jewish	Muslim	No Religion
6 (2.48%)	48 (19.91%)	83 (34.43%)	4 (1.66%)	2 (0.82%)	1 (0.41%)	5 (2.07%)	54 (22.40%)
Other Religion	Refused	Roman Catholic	Sikh				
5 (2.07%)	6 (2.48%)	19 (7.88%)	8 (3.31%)				

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
Spring 2021	29	6	Spring 2021	4	19	1	24

Attendance

Target 2020-21: 96.5%

Whole School End of Year	Pupil Attendance %	Class	Pupil Attendance % 01/09/20 – 31/12/2020
Sept 2012 – July 2013	95.7%	EYFS	98.3%
Sept 2013 – July 2014	96.6%	Year 1	97.8%
Sept 2014 – July 2015	96.8%	Year 2	98.4%
Sept 2015 – July 2016	97.1%	Year 3	97.6%
Sept 2016 – July 2017	96.9%	Year 4	97.4%
Sept 2017 – July 2018	96.6%	Year 5	96.7%
Sept 2018 – July 2019	96.5%	Year 6	95.2%
Sept 2019 – July 2020	95.3%	TOTAL (Whole School)	97.2%

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Staff CPD training

Autumn Term 2020			
Date	Staff	Course/training	Lead
01/09/20	All teaching staff	Re-opening procedures	Headteacher
29/09/20	Teaching staff	Microsoft Teams	ICT Technician
30/09/20	Headteacher	RHE	Oxford Diocese
30/09/20	SENCO	Role of Designated Teacher	AfC
30/09/20	SENCO	Sensory Processing	RBWM
07/10/20	Bursar	Bursar Support	RBWM
07/10/20	RE Leader	Understanding Christianity	Oxford Diocese
09/10/20	Headteacher	Education Leadership Forum	RBWM
12/10/20	S. Harding	NPQSL	SCTN
12/10/20	SENCO	Wellbeing for Education Return	RBWM
19/10/20	Headteacher	Headteacher Induction	Oxford Diocese
19/10/20	DSLs	DSL Network update	RBWM
21/10/20	RE Leader	Understanding Christianity	Oxford Diocese
22/10/20	1 x TA	First Aid	St John's Ambulance
23/10/20	DSL (Assistant Head)	DSL Training	RBWM
02/11/20	All teaching staff	The Write Stuff	English Leaders
04/11/20	RE Leader	Understanding Christianity	Oxford Diocese
05/11/20	Headteacher	RHE	RBWM
13/11/20	Headteacher	HT Conference	RBWM
18/11/20	Assistant Head/RE Leader	Understanding Christianity	Oxford Diocese
24/11/20	All teaching staff	Life Base (SCARF materials)	Coram Education
26/11/20	S. Harding	NPQSL	SCTN
26/11/20	Headteacher & Bursar	Asbestos Awareness	iHASCO
30/11/20	Headteacher & Bursar	Legionella Awareness	iHASCO
03/12/20	1 x TA	First Aid Training	St. John's Ambulance
07 & 10/12/20	7 x staff members	Team Teach (positive handling)	Team Teach
11/12/20	Assistant Headteacher	Safer Recruitment	RBWM
Spring Term 2021			
08/01/21	EYFS Teacher	Language in EYFS reform	National College
18/01/21	Headteacher & Admin Officer	Staff Testing	NHS Track and Trace
22/01/21	Assistant Headteachers	Conference	RBWM
28/01/21	EYFS Teacher	Writing in EYFS reform	National College
29/01/21	Headteacher	Education Leadership Forum	RBWM
02/02/21	Teachers	The Write Stuff	J. Considine video
04/02/21	Maths Leader	Leading Maths	RBWM
08/02/21	EYFS Teacher	Reading in EYFS reform	National College
12/02/21	EYFS Teacher	PSED in EYFS reform	National College
23/02/21	SENCO	SEND Conference	RBWM
01/03/21	DSLs x 4	DSL Network	RBWM
02/03/21	SENCO	SEMH Working Party	RBWM
18/03/21	EYFS Teacher	Development Matters – changes in EYFS curriculum	RBWM

Impact of training

- School re-opening in September was smooth and well managed.
- Teaching staff feel skilled to use Microsoft Teams to use for parents' Evenings and possible bubble closure event.
- Leadership are well-informed about DfE and LA guidelines and updates during the pandemic.
- RE Leader feels able to offer support and advice to teachers in their use of 'Understanding Christianity'.
- The new Relationships and Health Education Policy and curriculum has been clarified for the subject leader so that staff CDP can take place.
- Staff and pupil well-being is paramount – ability to signpost to support as necessary.
- Teachers have a shared understanding of a consistent whole school approach to improving writing outcomes for pupils.
- DSLs are up to date with training so are well-equipped to process concerns and work alongside other agencies.
- EYFS teacher informed of statutory changes taking place for EYFS from September 2022.

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- Assistant Headteachers accessed training to fulfil their roles and develop skills.
- Team Teach training for 7 staff members for positive handling provides confidence in managing challenging behaviours.
- Training for delivery of the revised RHE curriculum has introduced teachers to the planning and resources.
- SENCO up to date on requirements and procedures.

Record of Governor Training/Courses Attended 2020/21

Date	Governor	Course/Training	Lead/Location
Autumn 2020			
10/09/20	Carol Elsasser	Clerks Briefing Session	RBWM Via Zoom
23/09/20	Andi Williamson	Governor Induction Part 2: Challenge and Support Role	RBWM Via Zoom
09/10/20	Aileen Boaler	Education Leadership Forum	RBWM Via Zoom
14/10/20	Andi Williamson	Admissions Briefing	Oxford Diocese (virtual)
21/10/20	Aileen Boaler	Chair's Networking Session	RBWM Via Zoom
21/10/20	Tim Fettes	Chair's Networking Session	RBWM Via Zoom
12/11/20	Peter Grover Aileen Boaler Tim Fettes	Inspection Ready: Leading your Governing Board towards positive Ofsted and SIAMS inspections	Oxford Diocese (virtual)
25/11/20	Jo Taylor	The SEND Governance role	RBWM via Zoom
Spring 2021			
14/01/21	Carol Elsasser	Clerks Briefing Session	RBWM via Zoom
02/02/21	Aileen Boaler	Introduction to Procurement	Entrust (DfE)
03/02/21	Tim Fettes	Health and Safety Governor briefing	RBWM via Zoom
01/03/21	Aileen Boaler	Integrated Curriculum Financial Planning (ICFP) - Using DfE Tools	Entrust (DfE)
01/03/21	Aileen Boaler	Joined up Leadership for Effective /school Resource Management	Entrust (DfE)
05/03/21	Aileen Boaler	Introduction to Benchmarking	Entrust (DfE)
08/03/21	Aileen Boaler	Integrated Curriculum Financial Planning (ICFP) - Metrics Deep Dive	Entrust (DfE)
19/03/21	Aileen Boaler	Integrated Curriculum Financial Planning (ICFP) - Metrics Deep Dive	Entrust (DfE)

Staffing

Teacher (not TA) absence rate nationally 2018/19: 55.7% of teachers nationally took at least one period of sickness. The average number of days taken was 7.6 days.

In 2017/18 (most up to date data available) 35.7% of Holy Trinity teachers had at least one period of sickness.

Staff Absence	01/09/20 – 12/03/21	Sept - March 2019-2020	Full year 2018-2019	Full Year 2017-18	Full Year 2016-2017	Full year 2015-2016
Teachers (9.6)	22.5	22.5	60	28	43	8
Teaching Assistants (11.7)	132.5	72	156.5	74	53	91.5
Non-teaching (3)	2	1	4.5	6	18	37
TOTAL	157 days (compared to 95.5 days for the same period last year)	95.5 days	221 days	108 days	114 days	136.5 days

Behaviour and Incident reporting

We have no reported incidents of racism or bullying. We have had one serious accident resulting in significant medical attention. This has been reported to the LA.
We have had two safeguarding incidents that have resulted in a review of site security and increased staff vigilance.

Health and Safety & GDPR

- 2 classrooms and various corridor areas were re-decorated during the Christmas break.
- Various corridor areas, stairway and staff toilets have been re-decorated during February half term.
- We are awaiting a H&S visit from the LA.
- The KS2 Trim Trail is unsafe and is out of bounds to pupils. We are exploring ways to have it removed.

COVID-19

- **No class bubbles have had to collapse.**
- [Risk Assessment](#) in place and updated as necessary.
- Risk Assessments for all clubs and lettings in place and updated as necessary (clubs may recommence after the Easter break).
- Procedures for staff and parents should a child shows symptoms created and shared.
- Asymptomatic testing of staff underway twice weekly for the vast majority of staff (including kitchen staff and specialist staff).
- The [Contingency Plan](#) is in place that details plans in the event of various scenarios including bubble closures.
- [Catch-Up Funding](#) plan is in place and intervention teaching has been in place since October 2020.
- [Remote Learning Policy and Agreement](#) is in place and has been shared with staff, Governors and Parents. The remote provision during spring term was very well received and successful.
- Governor visit to ensure all necessary procedures, policies and risk assessments in place (see visit report dated 16/10/20).
- We have taken delivery of 12 laptops from DfE and they were distributed to families in need during school closure.
- We received a donation from a local charity of a further 6 laptops that were also distributed to families in need.

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 expecting a moderation visit for KS1 and KS2 last year (June 2020). Relevant teachers have attended RBWM training. However, no moderations took place due to school closure and the cancellation of EYFS profile, KS1 and KS2 SATS last year. All statutory assessments have once again been cancelled. Teachers will continue to use assessment to award attainment for internal purposes and to inform parents of attainment and progress. We have signed up to be part of the LA voluntary moderation process this year in order to support teacher judgements and CPD.

EYFS LA moderation	KS1 LA moderation	KS2 LA moderation
June 2018	June 2016	June 2016

Governor Monitoring Visits

Date	Link to SDP	Governor & Responsibility
None this term due to school closure.		

Policies reviewed this term

Standards and Curriculum Committee
Governor's Behaviour Principles
Finance and Resources Committee
Teacher's Pay Policy
Teacher Appraisal Policy
Health and Safety Policy
NQT Policy
Confidentiality Policy
Finance Policy
Safer Recruitment Policy
Mobile Phone Policy

Conclusion

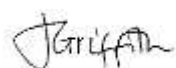
Once again, it has been an uncertain and anxious time for children, staff and parents alike. Managing change has become the norm and I'm really proud of how all the staff and children have coped with it all.

Our remote provision has been very well received and has been successful in ensuring the children were able to continue to learn whilst school was closed. Parents and children have reported that a sense of community was preserved during this time due to being able to connect virtually with their peers and teachers and enjoying whole school recorded collective worship and celebration.

Parental support for their children's learning has been a key component in mitigating the impact school closure has had on our children. We are fortunate that so many of our parents were able to provide the support that their children needed.

The impact that all the change and disruption to education has had on the children is yet to be fully realised. However, I am confident that by focusing on the children's well-being and mental health as a priority they will be well placed to achieve their potential and enjoy the stability that attending school provides.

My thanks go to staff for being flexible, remaining positive and showing such support for each other. I'd also like to thank the Governors for their continued support during this time and for being on hand to offer advice.



Mrs Jo Griffith
Headteacher

GLOSSARY

AfL	Assessment for Learning
APS	Average Point Score
ARE	Age Related Expectations
CAHMS	Child and Adult Mental Health Service
CIN	Child In Need
CPD	Continual Professional Development
CSA	Compulsory School Age
DBS	Disclosure and Barring Service
DfE	Department for Education
DSL	Designated Safeguarding Lead
DT	Design and Technology
EAL	English as an Additional Language
EHCP	Education Health Care Plan (produced by RBWM)
EIA	Education Improvement Adviser
ELG	Early Learning Goals
ELKLAN	Speech and language training
ELSA	Emotional Literacy Support Assistant
EMAG	The Ethnic Minorities Advocacy Group
Ever 6	Those who continue to attract PPF who have been on FSM in the past
EYFS	Early Years Foundation Stage (Reception Year)
FFT	Fischer Family Trust (data)
FSM	Free School Meals
GDPR	General Data Protection Regulations
GDS	Greater Depth Standard
GLD	Good Level of Development (pupils have met or exceeded in the prime areas– PSE; physical and communication and language. And the ELGs in mathematics and literacy).
HLTA	Higher Level Teaching Assistant
HR	Human Resources
HT	Headteacher
HUGG	Huge Unbelievably Great Goal
ICT	Information, Communication and Technology
IEP	Individual Education Plan
KCSIE	Keeping Children Safe in Education (safeguarding document .gov.uk)
KS1	Key Stage 1 (Year 1 and 2)
KS2	Key Stage 2 (Year 3 to Year 6)
LA	Local Authority
LADO	Local Authority Designated Officer
MASH	Multi Agency Safeguarding Hub
MFL	Modern Foreign Language
MTC	Multiplication Tables Check
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
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
RBWM	Royal Borough of Windsor and Maidenhead
RE	Religious Education
RHE	Relationships and Health Education
SALT	Speech and Language Therapy

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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
SMSC	Spiritual, Moral, Social and Cultural
SP&G	Spelling, Punctuation and Grammar
TA	Teaching Assistant
TDM	Teacher Development Meeting
WTS	Working Towards Standard