

# Holy Trinity Church of England Primary School



Believe • Achieve • Inspire •

Chair of the Governing Board: T. Fettes

## HEADTEACHER'S REPORT

J.Griffith

### TO THE GOVERNING BOARD OF Holy Trinity Church of England Primary School Spring Term 14<sup>th</sup> March 2023

***'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                                                                     |
| <b>SIAMS January 2018</b> | <b>Outstanding</b>                                                                                     | <b>Outstanding</b>                                                | <b>Outstanding</b>                        | <b>Outstanding</b>                                                               |

## **School Context**

- This voluntary aided primary school has 211 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 20 (9.5%) and is well below the national average (22.5% June 2022).
- 5 pupils (2.4%) have EHC Plans for learning difficulties, disabilities and additional needs which is in line with national average for primary school pupils (2.3% Jan 2022).
- 35 pupils (16.5%) are on our SEN register. 30 do not have an EHCP (14.2%). This is above national average for primary school pupils of 13% (Jan 2022).
- The gender ratio is boys: 49.7% and girls: 50.2%.
- Attendance target is 96%

### **Attendance**

|                     | <b>Current year to date</b> | <b>Absence rate</b> | <b>Persistent absence</b>              | <b>Authorised absences</b> | <b>Unauthorised absences</b> |
|---------------------|-----------------------------|---------------------|----------------------------------------|----------------------------|------------------------------|
| <b>Holy Trinity</b> | 96.2%                       | 3.8%                | 6.6% (incl non CSA)<br>7.1% (age 5-11) | 3.2%                       | 0.66%                        |
| <b>National</b>     | 92.4%                       | 7.6%                | (2021-22)<br>22.3%                     | 4.9%                       | 1.4%                         |

| <b>Persistent Absence</b> | <b>Current year to date</b> | <b>2021-2022</b> | <b>2020-2021</b> | <b>2019-2020</b> | <b>2018-2019</b> |
|---------------------------|-----------------------------|------------------|------------------|------------------|------------------|
| Holy Trinity              | 6.6%                        | 11.9%            | 6.6%             | 8.7%             | 8.2%             |
| National                  | -                           | 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). 31 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 (DSL). These include the Headteacher, both Assistant Heads and the SENCO. All other staff are trained in basic safeguarding. PREVENT, first aid, specific administration of medical needs, positive handling and offsite educational visits are also covered by staff throughout the school. Training and checks are conducted through the LA of which the school has an annual service level agreement.

## **Vision and Values**

**“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).

**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>2021-2022</th><th>2020-2021</th><th>2019-2020</th><th>2018-2019</th></tr><tr><td>Holy Trinity</td><td>7.6%</td><td>11.9%</td><td>6.6%</td><td>8.7%</td><td>8.2%</td></tr><tr><td>National</td><td>(not yet available)</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 | 2021-2022 | 2020-2021 | 2019-2020 | 2018-2019 | Holy Trinity | 7.6% | 11.9% | 6.6% | 8.7% | 8.2% | National | (not yet available) | 22.3% | 12.1% | 11.2% | 10.1% |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Holy Trinity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 7.6%                 | 11.9%                | 6.6%      | 8.7%      | 8.2%      |           |              |      |       |      |      |      |          |                     |       |       |       |       |
| National                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | (not yet available)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 22.3%                | 12.1%                | 11.2%     | 10.1%     |           |           |              |      |       |      |      |      |          |                     |       |       |       |       |
| <ul style="list-style-type: none"><li>• Persistent absence (less than 90%) currently: 7.6% (RBWM 2022: 10% National: 22.3%)</li><li>• Persistent absence is tracked termly and reported to Governors.</li><li>• Report includes main reasons for absence including medical, SEMH, and holidays taken.</li><li>• Is an agenda item in Heads Team Meetings.</li><li>• Is an agenda item at all Governor Meetings.</li><li>• Headteacher and Admin Officer work alongside EWO to offer support to families causing concern.</li><li>• School works alongside EWO to send letters to families whose attendance is a concern.</li><li>• Any pupils on part-time timetables are reported to EWO and reviewed half-termly by Headteacher and SENDCo</li><li>• No term-time holidays are authorised.</li><li>• Headteacher responds with a letter to all term-time requests.</li><li>• Chair of Governors has written to parents on a number of occasions about the importance of good attendance and direct correlation with attainment.</li><li>• Headteacher builds good relationships with families causing concern.</li><li>• Is included on termly written reports to parents and highlighted if it is a concern.</li><li>• Is included in weekly newsletter to parents.</li><li>• Appointed an Attendance Link Governor</li></ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"><li>• Work with LA to ensure new attendance guidance is in place by Sept 2023.</li><li>• Headteacher to meet with families at or below 90% for current term and expect improved attendance before end of next term.</li><li>• Appoint an Attendance Lead to work closely with families and LA.</li><li>• Work with Attendance Link Governor to monitor attendance and procedures.</li><li>• Governors to discuss process of issuing fines with LA.</li><li>• Track attainment of pupils with poor attendance.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                      |                      |           |           |           |           |              |      |       |      |      |      |          |                     |       |       |       |       |
| 2. Ensure that the school's curriculum is refined to deepen pupils' knowledge, understanding and skills across a wider range of subjects                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"><li>• Subject Leaders appointed.</li><li>• CDP for Subject Leads.</li><li>• SDP focus on 3 subjects per year on a rolling programme to ensure embedded and consistent improvements across the school.</li><li>• TDMs (Staff Meetings) closely linked to SDP to ensure focus and time for teachers to embed changes.</li><li>• National Curriculum objectives covered in Holy Trinity Curriculum; choices reflect needs of HT pupils.</li><li>• Leaders monitor all subjects closely to ensure pupils' skills, knowledge and understanding is planned for and taught consistently across the school.</li><li>• Subject Leaders provide reports to Governors on a rolling termly programme to ensure Governors are aware of curriculum content.</li><li>• Our website Curriculum page contains subject specific information regarding coverage of a wide range of subjects at Holy Trinity.</li></ul> |                      |                      |           |           |           |           |              |      |       |      |      |      |          |                     |       |       |       |       |

|                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |             |             |             |             |             |             |                        |     |     |     |     |     |     |                        |     |     |     |     |     |     |
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|                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>• Foundation subjects (especially History and Geography) are linked closely with writing to ensure pupils are experiencing a wide curriculum with deeper understanding.</li><li>• All subjects data tracked.</li><li>• Subject leader monitoring feeds into SDP.</li><li>• Parent questionnaire states 95.3% agree or strongly agree that a good range of subjects are taught.</li><li>• Specialist PE provision.</li><li>• Specialist Spanish in KS2 provision.</li><li>• KAPOW scheme of work purchased for Art &amp; Design, Design Technology and History</li><li>• Purple Mash scheme of work purchased and in place for Computing</li><li>• Charanga scheme of work in place for Music</li><li>• Subject Association membership for History and Design Technology to support teachers subject knowledge and planning.</li><li>• 'Essential Knowledge' for each subject identified by Heads Team to ensure pupil retention and understanding.</li><li>• 'Holy Trinity Curriculum' designed by Heads Team ensures progression and bespoke for Holy Trinity pupils.</li><li>• Planned repetition of previous skills and knowledge in Holy Trinity Curriculum to check retention.</li></ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"><li>• Governors Curriculum Workshop to share Holy Trinity Curriculum in detail with subject leads.</li><li>• Update the Curriculum information available on our website to reflect the revised Holy Trinity Curriculum.</li><li>• Evaluate assessment practices in foundation subjects.</li><li>• Provide leadership time on a regular basis for all subject leads to monitor their subject purposefully.</li><li>• Monitor retention of essential knowledge</li></ul>                              |             |             |             |             |             |             |             |                        |     |     |     |     |     |     |                        |     |     |     |     |     |     |
| <p><b>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.</b></p> | <ul style="list-style-type: none"><li>• Writing attainment tracked for all and for identified groups.</li><li>• The Write Stuff approach to teaching writing in place across Y2 – Y6.</li><li>• CPD for teachers &amp; TAs to deliver TWS.</li><li>• Resources and training materials funded to deliver TWS.</li><li>• Catch-up funding used to employ a tutor to focus on delivering additional writing sessions for identified pupils.</li><li>• 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)</li><li>• Writing is a focus target for Performance Appraisals (on-going).</li><li>• Parent workshop provided but take up was poor.</li></ul> <table><tr><td></td><td><b>2017</b></td><td><b>2018</b></td><td><b>2019</b></td><td><b>2020</b></td><td><b>2021</b></td><td><b>2022</b></td></tr><tr><td><b>KS1 GDS writing</b></td><td>30%</td><td>33%</td><td>17%</td><td>27%</td><td>13%</td><td>13%</td></tr><tr><td><b>KS2 GDS writing</b></td><td>17%</td><td>27%</td><td>13%</td><td>13%</td><td>14%</td><td>10%</td></tr></table> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"><li>• Continue to mitigate the impact school closure has had on the progress of writing by providing additional interventions in writing.</li><li>• 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.</li><li>• Continue to track progress of groups in writing.</li><li>• Opportunities for extended writing pieces in other curriculum subjects to be able to apply skills taught.</li></ul> |             | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> | <b>2022</b> | <b>KS1 GDS writing</b> | 30% | 33% | 17% | 27% | 13% | 13% | <b>KS2 GDS writing</b> | 17% | 27% | 13% | 13% | 14% | 10% |
|                                                                                                                                                                                                  | <b>2017</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> | <b>2022</b> |             |             |                        |     |     |     |     |     |     |                        |     |     |     |     |     |     |
| <b>KS1 GDS writing</b>                                                                                                                                                                           | 30%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 33%         | 17%         | 27%         | 13%         | 13%         |             |             |                        |     |     |     |     |     |     |                        |     |     |     |     |     |     |
| <b>KS2 GDS writing</b>                                                                                                                                                                           | 17%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 27%         | 13%         | 13%         | 14%         | 10%         |             |             |                        |     |     |     |     |     |     |                        |     |     |     |     |     |     |

**Holy Trinity CE Primary School**  
Believe • Achieve • Inspire •  
**School Development 2022-23**

| TERM                               | YEAR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | KEY DEVELOPMENT FOCUS AREA                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term 1<br><b>Autumn 1<br/>2022</b> | <p><b>CORE SUBJECTS:</b> to continue to deliver excellent learning opportunities that result in high standards of attainment. <b>Embed 'The Write Stuff'</b> approach to writing across the school. Continue to use Recovery Premium to provide interventions for identified pupils.</p> <p><b>BEHAVIOUR:</b> To explore a consistent whole-school approach to managing behaviours.</p> <p><b>INTERNET SAFETY:</b> To ensure pupils know how to keep themselves safe on-line.</p> <p><b>PHYSICAL &amp; MENTAL HEALTH:</b> To focus on pupil and staff wellbeing. To improve sport &amp; PE provision.</p> <p><b>LIFE SKILLS:</b> To continue to provide opportunities for pupils to develop their life skills, including mindfulness.</p> <p><b>DIVERSITY:</b> To continue to plan opportunities and activities that provide exposure to diversity for all our pupils.</p> <p><b>OUTDOOR LEARNING:</b> To further develop outdoor learning opportunities to deliver a creative curriculum.</p> <p><b>CURRICULUM EVIDENCE:</b> To use Big Books to show evidence of learning in Music, RE and Computing Y1 – Y6.</p> | <p><b>Early Reading</b><br/>To ensure all pupils in EYFS &amp; KS1 receive a high-quality phonics and Early Reading session that all staff delivering are confident in. Essential Letters and Sounds planning &amp; resources used systematically.</p> <p>Impact will show teaching of phonics is faithful to one scheme throughout the school. Pupil attainment and application of phonics in writing is high.</p>                                                 |
| Term 2<br><b>Autumn 2<br/>2022</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Religious Education:</b><br/>To ensure consistency and coverage in Religious Education curriculum and pupil assessment. Provide CPD for staff.</p> <p>Impact will show pupils' knowledge and understanding in RE is progressive and provides opportunities for deep thinking &amp; learning. Assessment is robust and consistent.</p>                                                                                                                         |
| Term 3<br><b>Spring 1<br/>2023</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Geography:</b><br/>To ensure consistency and coverage in Geography curriculum and pupil assessment. Provide CPD for staff.</p> <p>Impact will show pupils' knowledge and understanding in Geography is progressive and provides opportunities for deep thinking &amp; learning. Assessment is robust and consistent.</p>                                                                                                                                      |
| Term 4<br><b>Spring 2<br/>2023</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Art:</b><br/>To ensure consistency and coverage in Art curriculum and pupil assessment. Provide CPD for staff.</p> <p>Impact will show pupils' knowledge and understanding in Art is progressive and provides opportunities for creativity and skill progression.</p>                                                                                                                                                                                         |
| Term 5<br><b>Summer 1<br/>2023</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Writing:</b><br/>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 non-negotiables for their age and timely intervention is in place if gaps are identified.</p> <p>Impact will show pupils are achieving ARE and planned interventions are effective.</p> |
| Term 6<br><b>Summer 2<br/>2023</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Curriculum Review:</b><br/>To evaluate topics and curriculum coverage. Is it relevant and inspiring? Does it reflect the needs of Holy Trinity pupils?</p> <p>Impact will show curriculum design is bespoke to Holy Trinity and reflects the needs of our pupils and community.</p>                                                                                                                                                                           |

**QUALITY OF EDUCATION**

| <b>Implementation:</b><br><b>What have we accomplished since the last report?</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Impact:</b><br><b>How has this made improvement?</b>                                                                                                                                                                                                                                                                                               | <b>Intention:</b><br><b>What are our next steps?</b>                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EYFS Provision</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• NELI providing intensive language and communication intervention for identified pupils in EYFS.</li> <li>• EYFS Cluster support ongoing</li> <li>• On-going monitoring and training support for ELS.</li> </ul>                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Daily ELS as well as NELI is providing comprehensive language acquisition skills for all EYFS pupils.</li> <li>• EYFS Cluster network provides opportunities to share and moderate.</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>• Ensure EYFS knowledge and skills are included on all subject plans for Holy Trinity Curriculum.</li> <li>• Ensure subject leaders are all aware of what their subject looks like in EYFS.</li> <li>• Consider EYFS staffing for next year.</li> <li>• Plan transition for current EYFS to Y1.</li> <li>• Plan comprehensive transition for new EYFS after national offer day.</li> </ul> |
| <b>Writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• Cluster moderation of writing 18/01/23.</li> <li>• Focus on current Y2 and Y3 writing progress.</li> <li>• Internal writing moderation and support.</li> <li>• Autumn term data harvest – writing attainment of identified groups &amp; pupils tracked.</li> <li>• Pupil Progress Meetings held to discuss barriers and plan next steps.</li> <li>• Parent workshop to share TWS approach to writing provided. Disappointing turn out.</li> </ul> | <ul style="list-style-type: none"> <li>• Writing is a main development focus throughout the school and remains high profile.</li> <li>• English Leader has a good grasp on standards and provision in the subject.</li> <li>• Lesson monitoring evidences high standards of teaching in writing and being applied across curriculum areas.</li> </ul> | <ul style="list-style-type: none"> <li>• Termly internal writing moderation to support teachers and share good practice.</li> <li>• Monitor revised Holy Trinity Curriculum and identified opportunities for pupils to write at length in foundation subjects to produce independent writing evidence applying skills learnt.</li> </ul>                                                                                          |
| <b>Phonics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• Daily intervention for 6 pupils in Y2 who have not achieved the expected standard in phonics.</li> <li>• Continued to share good practice within school for delivery of ELS.</li> <li>• Linked with other schools using ELS to share good practice.</li> <li>• Analysis of progress in phonics at end of autumn.</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>• Identified pupils are showing progress in phonics.</li> <li>• More TAs are confident in delivery of ELS due to in-house and online training.</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Ensure purchase of pupil books in readiness for net cohorts.</li> <li>• Share successes already seen in phonics acquisition with parents.</li> <li>• Spring data analysis.</li> <li>• Plan any further intensive support needed in KS1 and lower KS2.</li> </ul>                                                                                                                         |

**CURRICULUM VISION**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <ul style="list-style-type: none"> <li>• All NC subject areas are explicit in explaining the vision for the subject and the curriculum as a whole.</li> <li>• Subject leaders are confident in curriculum choices and provision for their subject area.</li> <li>• Heads Team have an in-depth knowledge of Holy Trinity Curriculum and choices made to create it.</li> <li>• Each NC area has end point identified for each unit in each year group.</li> </ul> | <ul style="list-style-type: none"> <li>• Governors aware of their role in knowing the vision for the curriculum at Holy Trinity.</li> <li>• School Leaders have a shared vision for Holy Trinity Curriculum.</li> <li>• Pupils are in receipt of a broad and balanced curriculum with a range of opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure parents have a shared understanding of the vision for Holy Trinity Curriculum.</li> <li>• Ensure our website reflects this vision and has clear areas for each NC subject.</li> <li>• Continue to provide time for subject leaders to monitor their subject area and prepare themselves for Ofsted deep dives.</li> <li>• EYFS included in all curriculum documents.</li> </ul> |
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**CURRICULUM IN ACTION**

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| <p><b>Trips and visits</b></p> <ul style="list-style-type: none"> <li>• Y4 Local Area visit (Geography)</li> <li>• Y6 'Private Peaceful' theatre visit to Charters (English)</li> <li>• KS2 Micro:Bits Mission to Mars workshops (DT)</li> <li>• Y2 and Y5 Food Workshops with Wilson Jones (DT)</li> <li>• Visiting author sharing Christmas story for whole school (English)</li> <li>• Bubbleworks workshops for whole school (Science)</li> <li>• Y4 Ufton Court visit Romans (History)</li> <li>• Y5 Ufton Court visit Anglo Saxons (History)</li> <li>• EYFS and KS1 Theatre in school 'Burglar Bill' (English)</li> <li>• 4 x Y6 Digital Leaders Google workshop at St. George's (Computing)</li> <li>• Y1 visit to make pizzas at Pizza Express (DT)</li> <li>• SCARF workshops for every class (PSHE/RHSE)</li> <li>• Y3 visit to Eton College, Egyptians (History)</li> <li>• 4 x Y6 mathematicians challenge at St John's Beaumont school (Maths)</li> <li>• Y6 visit to Brookwood Military Cemetery (History) and to HT church and graveyard to discover local WW1 history</li> <li>• Y1 visit to Winchester science museum (Science)</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils have experienced a variety of enhancements to the curriculum to make the learning 'sticky'.</li> <li>• All pupils have been included to ensure all benefit.</li> <li>• Staff have sought enrichment trips/visitors in a variety of curriculum areas.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupil voice – do pupils feel they are represented in our curriculum?</li> <li>• To continue to develop and monitor the use of Big Books for evidencing foundation subjects.</li> </ul> |
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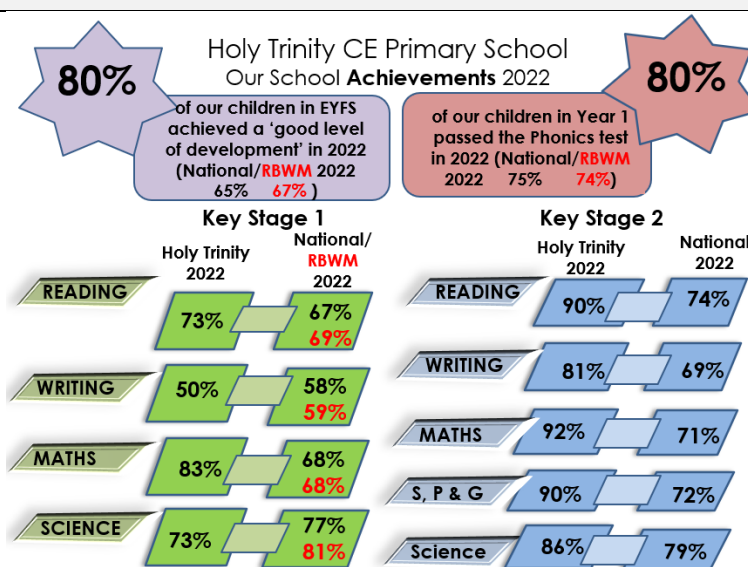
**CULTURAL CAPITAL/DEVELOPMENT**

- Educational visits and experiences planned to offer opportunities to pupils.
- Continued work with EWO and families for whom absence is a concern.
- Continued to support families financially if in need.
- Continued to expose pupils to other cultures and celebrate differences through curriculum delivery.

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

- Continue to track persistent absentees and plan & implement meaningful support.
- Continue to plan educational visits and trips to provide our pupils with cultural and educational opportunities.

**ATTAINMENT**



- An experienced teacher employed to deliver the catch-up sessions in to Y2 and Y3 pupils one afternoon per week (using the Recovery Premium)
- An experienced teacher employed to provide intense daily phonic catch-up to identified pupils in Y1 and Y2.

- 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 has been 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.

- Adapt curriculum and teaching as necessary to continue to plug gaps in learning.
- Attainment and progress analysed for identified groups that we are tracking carefully.
- Introduce new assessment of core subjects materials.

| BEHAVIOUR AND ATTITUDES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Implementation:<br>What have we accomplished since last report?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Impact:<br>How has this made improvement?                                                                                                                                                                                                                                                                                                                       | Intention:<br>What are our next steps?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>BULLYING AND DISCRIMINATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>Continued to encourage pupils to 'stand up and speak out' against any discrimination or bullying behaviours.</li> <li>Pupils that attended the Anti-Bullying Workshop to plan events and raise awareness in school via School Council.</li> <li>Work alongside LA to review our Behaviour Policy in light of SEMH project/training.</li> <li>Anti-bullying week 14<sup>th</sup> – 18<sup>th</sup> November 2022. Theme – Reach Out</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>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.</li> <li>Any incidents are resolved swiftly.</li> </ul> | <ul style="list-style-type: none"> <li>Provide meaningful opportunities for pupils to share their concerns about bullying and discriminatory behaviours.</li> <li>Pupils voice via school council and Heads Team.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |
| <b>ATTENDANCE &amp; PUNCTUALITY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>Attendance since 01/09/22: <b>96.2%</b></li> <li>5.4% authorised absence</li> <li>2.6% unauthorised absence</li> <li>Requests for term-time holiday absence this academic year: <b>53 requests</b> (not total of days, not including medical appointments)</li> <li><b>24 authorised</b> (not yet CSA, school visits, sport training, religious pilgrimage)</li> <li><b>25 unauthorised</b> requests (holidays). <b>119 days of lost education</b></li> <li>Persistent absence (less than 90% attendance which equates to missing 10 days or more this year): 14 pupils <b>6.6%</b>. This includes 2 pupils on a reduced timetable. Of the 14 pupils, 4 pupils are 89%.</li> <li>Letters of concern around attendance sent to parents from Headteacher.</li> <li>Letter to all parents around attendance and importance of good attendance.</li> <li>EWO commented that our attendance is comparatively good.</li> <li>Revised school start time of 8.30 – 8.45am has been successful.</li> <li>Appointed an attendance link Governor.</li> </ul> | <ul style="list-style-type: none"> <li>Staff absence has negatively impacted other staff wellbeing.</li> <li>The earlier start to the school day has had a positive impact on learning time.</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>Continue to work with the EWO and families whose attendance is causing concern. Offer support where possible.</li> <li>Continue to send letters of attendance concern to parents.</li> <li>Engage with the LA on the ERSA programme (Emotionally Related School Avoidance) with a view to supporting identified pupils.</li> <li>Receive confirmation from EWO/RBWM regarding government plans to issue absence fines to all unauthorised absences going forward.</li> <li>Work with attendance link Governor to monitor absence and procedures.</li> </ul> |

**PERSONAL DEVELOPMENT**

| Implementation:<br>What have we accomplished since last report?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Impact:<br>How has this made improvement?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Intention:<br>What are our next steps?                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>LEARNERS BROADER DEVELOPMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Provided opportunities for pupils to develop their confidence and public speaking skills for the Christmas Nativities and Service.</li> <li>• School values and vision discussed through CW and on-going.</li> <li>• Pupil Leaders in Y6 have taken on their roles and responsibilities.</li> <li>• Charters students are volunteering their time.</li> <li>• Digital Leaders are leading a weekly Computing Club.</li> <li>• Buddy system is in place for EYFS and Y1.</li> <li>• Opportunities for pupils to engage and compete with cluster schools in areas other than sport (maths, Computing, music).</li> <li>• Choir to Dormy House (Care Home).</li> <li>• Pupils leading CW.</li> <li>• NSPCC assemblies and workshops for Y5 &amp; Y6.</li> <li>• SCARF (PSHE) workshops for all year groups.</li> <li>• Provision of and take up of extra-curricular clubs has increased.</li> <li>• ELSA (pastoral support) provided supplemented by No 22 Counselling</li> <li>• Clubs other than sports clubs offered this term:               <ul style="list-style-type: none"> <li>➢ Cookery</li> <li>➢ Lego</li> <li>➢ French</li> <li>➢ Spanish</li> <li>➢ Chess</li> <li>➢ Art</li> <li>➢ Homework</li> <li>➢ KS1 Arts and Crafts</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Y6 Pupil Leaders have grown in confidence and shown great leadership skills when organising and presenting to our school family and visitors.</li> <li>• Digital Leaders are supporting their peers in developing coding skills. They are leading the Club.</li> <li>• Our termly values were still discussed and explored through virtual Collective Worship promoting pupils' character development and understanding.</li> <li>• Pupils are exposed to discussions about tolerance and respect often. They have the chance to see others' views and show respect.</li> <li>• NSPCC and SCARF workshops focus on citizenship and PSHE contributed towards pupils' personal development.</li> <li>• School is providing a wide range of extracurricular clubs providing pupils with a range of experiences and opportunities to develop their personal development.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Y6 and Y6 pupils invited to take part in OxWell survey conducted by Oxford University. School to be advised of support/further exploration needed.</li> <li>• Plan transitions to Secondary school</li> </ul> |
| <b>PHYSICAL HEALTH</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Intra house sporting competitions in KS2 (Tag rugby and football)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Continuing with club provision and encouraging uptake is having a positive impact on pupils' physical health.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Investigate the possibility of an all-weather running track around the field.</li> </ul>                                                                                                                                                                                                                                                                                             |

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| <ul style="list-style-type: none"> <li>Engaged in Inter-Sport competitions and festivals with the local cluster: <ul style="list-style-type: none"> <li>➤ Y5 &amp; Y6 girls' football</li> <li>➤ Y5 &amp; Y6 mixed football</li> <li>➤ Y4 – Y6 cross country</li> </ul> </li> <li>Clubs offered this term: <ul style="list-style-type: none"> <li>➤ Skateboarding</li> <li>➤ Basketball</li> <li>➤ Football x 2</li> <li>➤ Zumba</li> <li>➤ Multi Sports</li> <li>➤ Martial Arts</li> <li>➤ Dodgeball</li> <li>➤ Netball</li> <li>➤ Playball</li> <li>➤ Gymnastics</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Lots of opportunities for pupils to engage in physical activities to support mental wellbeing and physical health.</li> </ul> | <ul style="list-style-type: none"> <li>Physical health elements of new RHSE curriculum to be secure.</li> <li>Continue to promote the Daily Mile and the possible future all-weather track</li> <li>Yoga club to commence</li> </ul> |
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### MENTAL HEALTH

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| <ul style="list-style-type: none"> <li>Monitored aspects of mental health in RHSE curriculum.</li> <li>Continued to provide support for pupils as identified by class teachers/parents.</li> <li>Utilised ERSAs Toolkit and designated lead from LA to support identified pupils.</li> </ul> | <ul style="list-style-type: none"> <li>Points raised in staff survey to be included in SDP going forward</li> <li>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).</li> <li>Nurture Groups provide support to pupils with friendship/social interaction difficulties in a safe way.</li> </ul> | <ul style="list-style-type: none"> <li>Review Mental Health Policy</li> <li>Introduce more TAs to Nurture Group work</li> <li>Continue to signpost staff and support staff to professional support should they require it.</li> </ul> |
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### CHRISTIAN DISTINCTIVENESS

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| <ul style="list-style-type: none"> <li>RE Leader working with pupils to develop Prayer Spaces for Collective Worship.</li> <li>Prayers on prayer tree promoted.</li> <li>Pupils leading Collective Worship.</li> </ul> | <ul style="list-style-type: none"> <li>Continuing Collective Worship following our values and planned Bible focus' has ensured our Christian distinctiveness is still celebrated.</li> <li>Pupils involved in planning, leading and evaluating Collective Worship has encouraged leadership skills and engagement.</li> <li>SIAMS Lead is confident in subject knowledge to disseminate training and support staff.</li> <li>A sense of community has been fostered by Reverend Jon continuing to be involved in Collective Worship.</li> <li>Pupils and staff felt able to somehow contribute towards helping those in more need than ourselves.</li> </ul> | <ul style="list-style-type: none"> <li>RE Leader working with pupils to develop Prayer Spaces around school inside and out.</li> <li>Familiarise ourselves with the recently published 'Guidance for Collective Worship' document to ensure we are at least compliant.</li> <li>RE Leader and Siams Governor link Siams training.</li> </ul> |
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**LEADERSHIP AND MANAGEMENT**

| Implementation:<br>What have we accomplished since last report?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Impact:<br>How has this made improvement?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Intention:<br>What are our next steps?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| LEADERSHIP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>Ensured subject leaders have sufficient time to fulfil their responsibilities.</li> <li>Continued to seek and provide high-quality CPD for subject leaders.</li> <li>Implemented monitoring programme incorporating Subject Leader time.</li> <li>Teachers Performance Appraisal undertaken.</li> <li>Supported EYFS and Y1 in the delivery of new phonics scheme.</li> <li>Managed high numbers staffing absences and continued to provide high-quality face-to-face education for all pupils.</li> <li>Ongoing development of subject leaders to ensure every subject is well-led and managed.</li> <li>Safeguarding is well managed and DSLs are all able to respond to needs as they arise.</li> <li>Developed new SEF to ensure focus on Ofsted Framework.</li> </ul> <p><b><u>Governance</u></b></p> <ul style="list-style-type: none"> <li>Continued to plan Governor visits linked to SDP and actions from previous visits.</li> <li>Continued to attend training.</li> <li>Exploring the options of academisation as set out in the White Paper.</li> </ul> | <ul style="list-style-type: none"> <li>Staff supported and developed in their roles (see CPD record).</li> <li>School Leaders accessible to all staff for support.</li> <li>Curriculum at Holy Trinity is well planned and sequenced and leadership roles are distributed.</li> <li>Performance Appraisal ensures focus for all on SDP foci and personal development.</li> <li>SEF provides leaders and Governors with clear picture of how Holy Trinity is currently performing.</li> </ul> <p><b><u>Governance</u></b></p> <ul style="list-style-type: none"> <li>All scheduled meetings have gone ahead providing strategic direction and support to the leadership.</li> <li>Governor training has continued virtually/in person to ensure all governors are fulfilling their roles.</li> <li>Governor biographies ensure transparency and inform parents/prospective parents of the role of the governors in the leadership of the school.</li> <li>Governor visits linked to SDP and actions from previous visits are on-going monitoring and challenge.</li> <li>Headteacher feels fully supported by Governing Board to deliver SDP and fulfil responsibilities.</li> </ul> | <ul style="list-style-type: none"> <li>Pedagogy practice CPD with teachers resulting in Policy produced.</li> <li>Subject Leader time to monitor</li> <li>Manage staffing vacancies and absences.</li> <li>Coach subject leaders in their role.</li> <li>Ensure staff and pupils are well prepared for upcoming statutory assessments.</li> </ul> <p><b><u>Governance</u></b></p> <ul style="list-style-type: none"> <li>Continue to explore the options of academisation.</li> <li>Succession planning for parent governor vacancy.</li> <li>Curriculum Workshop to include chance to discuss subjects with subject leaders.</li> </ul> |
| FINANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>School Purchase Card in place from new financial year. Included in Finance Policy.</li> <li>Staffing car park extension funding conditions explored with insurance company.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Pupils enjoying their new play area.</li> <li>Recovery Premium (Catch-up funding) being used well to benefit identified pupils that have been disadvantaged due to school closure.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Boiler replacement to be explored with LA.</li> <li>Decarbonisation working party to agree actions – additional grant of £15,956 to be used for this purpose (window repair/replacement). Liaise with diocese.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         |

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| <ul style="list-style-type: none"> <li>Ensured any outstanding actions on Fire Health and Safety action plan from LA have been actioned in a timely manner.</li> <li>Appropriate spending of Recovery Premium 2022-23 (approx. £2K)</li> <li>Continued to budget carefully to accommodate drop in funding from April 2023.</li> <li>Ongoing boiler repair issues.</li> <li>SFVS completed and returned to RBWM</li> <li>Technology replaced in 3 classrooms</li> <li>Server storage migrated to cloud</li> </ul> | <ul style="list-style-type: none"> <li>Budget reflects upcoming reduction in pupil numbers and plans for it accordingly.</li> <li>Classroom technology fit for purpose.</li> </ul> | <ul style="list-style-type: none"> <li>Conditions of use agreement with council re car park.</li> <li>Explore financial implications of becoming an academy.</li> <li>Explore costs/funding for hall refurbishments.</li> <li>Phase 2 roof repairs.</li> <li>Quotes for running track.</li> <li>Technology replacement for further 3 classrooms</li> <li>Existing server storage and equipment disposal to be arranged</li> <li>99 year land lease to be extended – conversations with St John's college and diocese.</li> <li>Fire and asbestos H&amp;S visit from LA due April 2023.</li> <li>Rolling programme of capital spend (refurbishment work) compiled</li> <li>Explore cost of replacing flooring in KS2 classrooms, corridors and hall.</li> </ul> |
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## SAFEGUARDING

(See also Annual Safeguarding Report to Governors)

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| <ul style="list-style-type: none"> <li>Purchased online safeguarding reporting facility: CPOMS. DSLs using.</li> <li>LA conducted Safeguarding Audit.</li> <li>DSLs have continued to work closely with social care to support families in need.</li> <li>Assistant Headteacher completed Safer Recruitment training.</li> <li>Low Level Concerns reporting procedure in place.</li> <li>DSLs attended RBWM network training and DfE webinars.</li> <li>LA safeguarding audit completed November 2022. Actions include purchasing CPOMS and display for pupils.</li> </ul> | <ul style="list-style-type: none"> <li>Online record keeping has streamlined procedures and improved communications.</li> <li>SCR full and up to date.</li> <li>Induction Folder comprehensive and effective for new staff members.</li> <li>All actions from last year's Safeguarding Audit are completed.</li> <li>Pupils that need support are identified by robust internal processes and appropriate support is sought.</li> <li>All staff aware of how to report a low-level concern. Concerns are acted on appropriately in a timely manner.</li> </ul> | <ul style="list-style-type: none"> <li>Ensure all staff are secure in use of CPOMS for reporting concerns.</li> <li>Ensure all staff are refreshed in Prevent training.</li> <li>Continue to upload past documents/information to CPOMS.</li> <li>Ensure posters/display are in school to support pupils in how they can report a concern.</li> </ul> |
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## STAFF

|                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                          |                                                                                                                                 |
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| <ul style="list-style-type: none"> <li>Continued to provide CDP (internal and external) for subject leaders.</li> <li>Monitored staff absence closely to track impact on pupil support interventions taking place. Also impact</li> </ul> | <ul style="list-style-type: none"> <li>We retain high quality teaching staff across the school.</li> <li>Performance Appraisal for teachers (including wellbeing) focusing on SDP priorities.</li> <li>CDP has been focused on SDP and identified development</li> </ul> | <ul style="list-style-type: none"> <li>Recruit staff for High Needs pupil.</li> <li>Consider staffing for September.</li> </ul> |
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| <p>on staff in school covering for absence of colleagues.</p> <ul style="list-style-type: none"> <li>• Conducted staff absence review meetings following policy and HR advice.</li> <li>• Inducted new Y2 teacher.</li> </ul>                                                                                                                                                                                                                                                                            | <p>from Performance Appraisal meetings.</p>                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| STAFF WELLBEING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>• Reviewed staff workload as a result of questionnaire – Heads Team explored policies and practices. These have included: <ul style="list-style-type: none"> <li>➢ Earlier Parents' Consultation Meetings to ensure an earlier finish.</li> <li>➢ Heads Team reducing workload of Subject Leaders by reviewing and re-writing the curriculum.</li> <li>➢ Purchase of schemes of work to reduce teachers planning and preparation workload.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Staff know how to access support if needed.</li> <li>• 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.</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• SMHL to follow on actions resulting from staff mental health survey.</li> <li>• Ensure pupil workbooks are ordered in plenty of time before the end of the year so that they can be labelled and ready to go in September.</li> <li>• Ensure subject leader time is planned systematically and goes ahead despite any staffing absences.</li> <li>• Continue to look for ways to reduce workload and more efficient practices.</li> </ul> |

**Holy Trinity CE Primary School**  
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**Reports from Assistant Headteachers**

| Mrs Carmel Barnes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Key responsibilities:</b> <ul style="list-style-type: none"> <li>• SIAMS</li> <li>• RE</li> <li>• Collective Worship</li> <li>• Mental Health Lead</li> <li>• Safeguarding &amp; Child Protection (DSL)</li> <li>• Performance Appraisal</li> <li>• MFL and Music</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Implementation<br>What have I accomplished since the last report?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Impact<br>How has this made an improvement?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Intention<br>What are my next steps?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• Vision statement visible in each classroom.</li> <li>• Spiritual Leaders Team for 2022_2023 have begun work on the seasons wheel.</li> <li>• One Spiritual Leader has led a whole school CW on Harriet Tubman a lady who had inspired her.</li> <li>• SIAMS focus: SIAMS inspection framework will be changing in September 2023. CB + SIAMS Governor to attend training in May and June.</li> <li>• RE Knowledge Organisers (KO) created for Spring 1 and Spring 2 term.</li> <li>• Marion Standing led a TDM on RE</li> <li>• Attendance at RE network meeting on Salvation Unit and progression of knowledge and skill.</li> <li>• Holy Trinity Curriculum re-design for RE, Music and Phonics with skills, knowledge and vocabulary documented.</li> <li>• Children's' RE work celebrated and displayed in corridor.</li> <li>• Four class collective worships taken place in Spring 1.</li> <li>• Performance Management of all Support Staff completed.</li> <li>• Analysed data harvest after Autumn Term of new phonics scheme.</li> <li>• Continue to support families experiencing difficulties through DSL role.</li> <li>• Continue to support staff as Mental Health and Wellbeing Lead.</li> <li>• Attended Governor Meetings and undertaken research for TAM project.</li> </ul> | <ul style="list-style-type: none"> <li>• Living our vision award has been awarded already to 6 children this year.</li> <li>• Spiritual Leaders are very proactive. They were visible during our Christmas Service and Christingle and led us in prayer. They have commenced work on the church's season wheel.</li> <li>• Spiritual Leader's CW has inspired lots of other children to lead CW on issues that they are passionate about (environment). The impact on pupil voice and courageous advocacy is wonderful.</li> <li>• Changes to SIAMS inspection framework and grading will be supported from Marion Standing (School Link Adviser from Diocese) scheduled Summer 1 2023 to work on completing SEF and attendance at diocesan training in May and June 2023</li> <li>• CPD videos from Salvation unit shared with staff to improve subject knowledge.</li> <li>• Performance Appraisal of Support Staff completed with focus on wellbeing and attendance highlighted.</li> <li>• A New Phonics Tracker has been designed to cope with demand from schools now implementing this scheme. Autumn Data highlighted excellent progress to date.</li> </ul> | <ul style="list-style-type: none"> <li>• Review at TDM and TA meeting to see if communication in teams has improved (Spring 2)</li> <li>• Continue to celebrate and display children's learning in RE.</li> <li>• Results from the 2021 census in identifying Christianity as being a minority religion in the UK (46%). Question to consider: Do we need to change?</li> <li>• Spiritual Leaders to continue with creating the seasons wheel with collage and to look at different prayer stops around the school.</li> <li>• SIAMS to create SEF creatively (excellence on a page). Work through rebranded IQ 6/7 RE and CW, IQ3 – Character Development of pupils and IQ4 – Community and Living Well Together.</li> <li>• To welcome parents to the remaining Class CW in Spring 2.</li> <li>• Provide KO for Summer Term.</li> <li>• Continue to assess impact of new phonics scheme.</li> <li>• Support AT with the Anti-Bullying Ambassador Campaign and completion of report for gaining badges.</li> </ul> |

**Stacey Harding**

- School Council
- PTA link
- TA Lead
- English Lead
- P.E. and School Sports Lead
- Student Placements
- Performance Appraisal
- DDSL
- KS2 Team Lead
- Behaviour & Safety
- Feedback and Marking
- Assessment
- Data tracking and Analysis

| <b>Implementation</b><br>What have I accomplished since the last report?                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Impact</b><br>How has this made an improvement?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Intention</b><br>What are my next steps?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <ul style="list-style-type: none"> <li>School Councillors felt rules were needed for Happy Hub and spoke to their classes.</li> <li>Date for NSPCC fundraiser finalised – afternoon 24<sup>th</sup> March. Councillors spoke to classes about activities and have made their selections.</li> </ul>                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Pupils feel involved in decisions that matter to them.</li> <li>If pupils set the rules themselves, they are more likely to follow them.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Continue with SC meetings.</li> <li>SC to advertise the fundraiser – speak in CW, posters and newsletter.</li> <li>SC to discuss other charities they may wish to support with classes.</li> <li>Organise school council trip.</li> </ul>                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>Spelling Shed (funded by PTA in autumn) being used fully in years 2 – 6.</li> <li>PTA meetings attended.</li> <li>Christmas Fair a success!</li> <li>PTA approved funds for new dictionaries in years 5 &amp; 6.</li> </ul>                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Spelling Shed - positive impact on pupils and teacher workload.</li> <li>Money raised from Christmas fair to go towards our main projects.</li> <li>Development of children's higher order vocabulary in years 5 &amp; 6. Their old dictionaries will be passed down into years 3 &amp; 4.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Continue to attend meetings and liaise with PTA on future fundraising events.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>Timetabling of staff in response to changes in staff and provision / needs.</li> <li>Individual conversations with TAs about concerns / staffing etc. Support given.</li> </ul>                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>TAs voice concerns / ideas to improve lunch / break times. They supervise and are at forefront so need to feel listened to.</li> <li>Individual conversations allow confidential matters to be discussed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Continue to maintain and further build positive relationships, making sure all staff feel valued and ensuring high staff morale.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>Organised subject leadership time for Science and Geography/History leaders.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Time allowed for observation of subjects or carrying out of pupil questionnaires.</li> <li>This enables next steps in subjects to be identified and pupil voice to be acknowledged and acted upon.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Look at how subject leadership time can be planned in.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>Liaised with house / vice captains on leading teams in Y5/6 Football competition in January.</li> <li>Organised years 3 &amp; 4 house netball tournament. Liaised with selected Y5 pupils to help lead teams.</li> <li>Run netball club.</li> <li>Attended years 5 &amp; 6 girls football match against St. Michael's.</li> <li>Attended years 5 &amp; 6 Charters football tournament – fielded two teams.</li> <li>Set up yoga club run by TA to target less active children.</li> </ul> | <ul style="list-style-type: none"> <li>Leadership development for year 6 pupils ahead of heading to Secondary School where they may complete leadership requirements as part of subjects studied.</li> <li>Giving year 5 pupils a chance to experience roles that they may take on in year 6.</li> <li>Sense of community – older children leading, encouraging younger ones; acting as role models.</li> <li>KS2 Netball club well-attended, and former pupil from Charters helping for her DoE, maintaining good links with Charters.</li> <li>Girls football team won match against St. Michael's.</li> <li>We had most girls in football teams for tournament at Charters. One of our teams came third out of ten</li> </ul> | <ul style="list-style-type: none"> <li>Continue to liaise with staff at different schools to arrange inter-school fixtures and competitions for different year groups.</li> <li>Continue to liaise with office staff and outside agencies concerning extra-curricular sports clubs.</li> <li>Continue to increase participation in extra-curricular sports clubs, look at groups attending i.e. gender, pupil premium.</li> <li>Years 3 &amp; 4 football tournament at LVS – three teams</li> <li>Years 3 &amp; 4 girls netball festival at Marist</li> </ul> |

# Holy Trinity CE Primary School

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>teams. One of our pupils was selected from 100 for one of three Charters Living the Vision awards.</p> <ul style="list-style-type: none"> <li>Children receive certificates in CW and celebrated by the whole school. Matches/ tournament reported on weekly newsletter.</li> <li>All the above help raise profile of competitive sport within school, encourage healthy lifestyles – physical and mental – and build good relationships with other schools in Cluster.</li> <li>Yoga club run on Wednesday mornings before school. Two targeted pupils accepted place.</li> </ul>                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>Sentence Stacker break downs competed and emailed to teachers for the spring term.</li> <li>Spelling Shed sessions in years 2 – 6, positive feedback form staff.</li> <li>Writing Workshops for parents in years 2 – 6 in November.</li> <li>Writing Wall of Fame updated. Certificates given out to pupils.</li> <li>Reading and Writing planning documents completed.</li> <li>Staff meeting - review of how reading is taught.</li> <li>Local author Kerry Gibb assembly for all.</li> <li>Cluster moderation</li> </ul> | <ul style="list-style-type: none"> <li>Sentence Stacker breakdowns help teachers to plan grammar and punctuation lessons into TWS units.</li> <li>Parent Writing Workshops – attendance by parents was variable. No attendance by year 6 parents. Teachers put resources onto class pages so all parents can access.</li> <li>Celebration of writing.</li> <li>Progression of reading and writing skills clear.</li> <li>Better understanding of how reading is taught across classes.</li> <li>Identification of next steps to enable best reading outcomes for pupils.</li> <li>Inspiring writers</li> <li>Sharing good practice / validating judgements with Cluster schools</li> </ul> | <ul style="list-style-type: none"> <li>Continue to write Sentence Stacker breakdowns for next term</li> <li>Writing Wall of Fame to be updated half termly and pieces of work celebrated on website.</li> <li>Review how the library can be used by more pupils this year.</li> <li>The library will be an area for development next academic year.</li> <li>Research reading materials and make decisions about consistent approach.</li> </ul> |
| <ul style="list-style-type: none"> <li>Writing intervention groups for years 2 &amp; 3 in autumn term 2.</li> <li>Analysis of the above groups.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>100% Y2 pupils made expected progress in writing.</li> <li>82% Y3 pupils made expected progress in writing.</li> <li>Targeting of pupils who need specialist support with writing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Continue to monitor impact of these intervention groups.</li> </ul>                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>Autumn data into De-tracker.</li> <li>Progress and Attainment document completed.</li> <li>Assessment resources reviewed – NTS assessment by Rising Stars purchased for summative assessments.</li> </ul>                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Analysis allows groups to be identified for intervention.</li> <li>Analysis allows for trends to be identified and targets set.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>NTS assessment are up to date assess a range of outcomes - age-standardised, standardised, reading / maths age.</li> <li>Online tool completed analysis and gaps will be</li> </ul>                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>Organisation of trainee teachers from Charters who completed two days 'out of phase' experience</li> <li>Organisation of trainee teacher from St. Mary's who completed two weeks pre-teaching work experience across KS2</li> </ul>                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Maintain good links with Charters</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               |

**SEND Report**

**SEND & INCLUSION – February 2023**

**SENCo – Mrs Fiona Fargher**

(See also SEND Annual Report to Governors November 2022)

| <b>Implementation:<br/>What have we accomplished since last report?</b>                                                                                                              | <b>Impact:<br/>How has this made improvement?</b>                                                                                                                                                                                                                                                                        | <b>Intention:<br/>What are our next steps?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <ul style="list-style-type: none"> <li>• Attended SEND conference – Feb 2023</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>• Increased understanding of neurodiversity (ADHD and ASC) and how it is presented in pupils; this should help with identifying pupils when information shared with classroom staff</li> <li>• Additional resources and strategies shared to support individual pupils</li> </ul> | <ul style="list-style-type: none"> <li>• Arrange attachment training with our link EP for all staff (class teachers and support staff) to ensure adequate support for those with particular difficulties</li> <li>• Complete whole school ERSA audit to ensure that we have the correct strategies in place for those who need them most</li> <li>• One of our EYFS TAs to shadow our Speech and language TA so that she can help one specific pupil in reception class</li> <li>• Investigate options for sourcing private speech therapy to support one pupil premium pupil in reception as NHS SALT has not been sufficient and academic progress is being hindered as a result</li> <li>• Look at ASC (autism) training opportunities for staff across a range of classes according to need</li> <li>• Set up meeting with area SENCo to consider if ready for assessment for Inclusion Mark (possibly Summer Term)</li> <li>• Continue to observe SEND pupils in the classroom setting to monitor interventions; particularly to ensure EHCP pupils are receiving what is set out in the plan.</li> <li>• Consider reasonable adjustments which may enable a pupil with an EHCP and high needs to attend school residential</li> <li>• Start to plan careful transition for pupils with EHCPs as well as others with high SEND needs as they move to secondary school</li> <li>• Ensure meetings are held with all class teachers to monitor concerns and flag pupils at earliest opportunity</li> <li>• Look at feasibility for IAS (Independent Advice Service) to host a coffee morning at school for parents of pupils with SEND</li> <li>• Consider options for delivering nurture group support in KS1 with one of our TAs</li> <li>• Extend Boxall profiling for all pupils with social and emotional needs; set targets and share with class teachers; review (and repeat) Boxall profiles so that progress can be monitored</li> <li>• Deliver whole school SEND training through sharing 'Collaborative Responsibilities' session with class teachers – ensuring all staff aware of responsibilities with regard to SEND pupils.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Intervention monitoring sheets simplified</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>• This should ensure that monitoring of support continues but is less onerous on teaching and support staff</li> </ul>                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• 6 pupils have now had / are accessing formal counselling from Number 22 service</li> </ul>                                                  | <ul style="list-style-type: none"> <li>• Specialised counselling offers the best support for those pupils with the highest emotional need; this should subsequently help those pupils to be able to make progress educationally</li> </ul>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Continued access to SENCo forums and meetings to share good practice</li> </ul>                                                             | <ul style="list-style-type: none"> <li>• Opportunities to share ideas means that we can be proactive and try different strategies to best support pupils</li> </ul>                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Secured a place for one of our EHCP pupils at a resource unit from September</li> </ul>                                                     | <ul style="list-style-type: none"> <li>• This will ensure that the particular pupil will access an appropriate setting where he can be supported appropriately and will make more progress</li> </ul>                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Application for 3 further EHCPs have been / in process of being made (2 in RBWM, 1 in Surrey)</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Ensuring those with high needs are afforded the right provision (legally) is important and a huge step for those pupils</li> </ul>                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Met with ERSA (Emotionally Related School Avoidance) link from RBWM to discuss how to support pupils with attendance issues</li> </ul>      | <ul style="list-style-type: none"> <li>• Increased awareness of strategies which can employed to reduce ERSA may help to increase attendance and subsequent progress</li> </ul>                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Yoga Bugs has been used with most classes and children seem to enjoy the sessions</li> </ul>                                                | <ul style="list-style-type: none"> <li>• Yoga Bugs is important in practising mindfulness as well as helping to develop core strength. It has been used in PE by some classes.</li> </ul>                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Our ELKLAN trained TA is delivering speech and language across the school, as well as Occupational Therapy and sensory circuits.</li> </ul> | <ul style="list-style-type: none"> <li>• Having one TA focused on these specific interventions means that pupils with high needs are accessing interventions more effectively; where possible, this TA's timetable is protected (she is infrequently used to cover for staff absences)</li> </ul>                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Curriculum Subjects Focus

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

### History at Holy Trinity Primary

***“A people without the knowledge of their past, history, origin and culture is like a tree without roots.” Marcus Garvey***



Our curriculum **intent for History** is that every child will:

- develop a sense of curiosity about the past and how it influences us today
- have a respect for historical evidence and be able to evaluate and challenge a variety of views using a range of historical resources
- have an in-depth knowledge and understanding of people, events and contexts from a range of historical periods
- be able to explore, debate and discuss the past by formulating questions and lines of enquiry
- have a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics

### Implementation of the History Curriculum at Holy Trinity

Holy Trinity is committed to ensuring all children have full access to a high-quality historical education. Where possible, we do this by teaching our topics in a cross-curricular way to enable the children to have a more in-depth knowledge of the past both in Britain and the wider world.

In support of the above, children have access to a range of wider curriculum opportunities to support their learning. This may include trips and visits, workshops, clubs, roles of responsibility and residential visits in the later years. These all combine to enable pupils to identify as historians within real life contexts and make comparisons between life now and in the past.

### The Impact of the History Curriculum at Holy Trinity

Holy Trinity pupils have experience of developing their historical knowledge and skills during their time with us. Through being exposed to and studying a range of periods of history, key figures from the past and key concepts they have developed an understanding of how life has changed throughout the world. In offering our children an experience where they can be curious, ask questions, explore, and in teaching them the skills and confidence to contribute effectively within our school, the community and the wider world.

### How Does History fit in to our school vision?

To be an inspirational place of learning where:

| Vision statement:                                                                                                                                                                                                                                  | History links/actions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We facilitate opportunities so every child can flourish in a place where they feel <b>safe, happy</b> and <b>confident</b>.</p>                              | <ul style="list-style-type: none"> <li>• Ensure trips and visits are planned and delivered effectively and regularly in every year group to inspire learning</li> <li>• Offer cross-curricular learning opportunities to enable children to make connections and explore an in-depth curriculum</li> <li>• Share examples of learning and achievement within the school through displays, photos, work samples as well as celebrating achievements with families on the school website and in the newsletter</li> </ul> |
|  <p>Staff wellbeing and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal fulfilment.</p> | <ul style="list-style-type: none"> <li>• Provide CPD for staff in the history National Curriculum</li> <li>• Ensure resources are available and of a high standard to enable staff to undertake their job effectively and efficiently</li> </ul>                                                                                                                                                                                                                                                                        |

## Holy Trinity CE Primary School

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|                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The school provides facilities that enable an optimum learning environment.</p>                                                       | <ul style="list-style-type: none"><li>• Ensure pupils have access to high quality resources</li><li>• Historical resources and displays are an embedded part of our school environment</li><li>• Ensure children's work is celebrated and shared throughout all available platforms: classrooms, corridors, communal areas in school, through topic books, on the website, in home learning projects etc</li><li>• Immerse children in rich topic based learning</li></ul> |
| <p>The school plays a central role within our community and enjoys strong links with the church, local companies and other schools.</p>  | <ul style="list-style-type: none"><li>• Where possible make local links within our topic based approach through trips and visits</li><li>• Forge links with other History subject leaders across the local cluster</li></ul>                                                                                                                                                                                                                                               |

## Art & Design at Holy Trinity Primary



**"Every child is an artist."** Pablo Picasso



Our curriculum **intent for Art & Design** is that every child will:

- be inspired and enthused by the creative element of art & design
- learn a range of skills to convey their creative ideas through various media
- understand and know about a range of artist, craft and designers that can inspire them
- enjoy learning about a range of art and appreciate it's place in our world

### Implementation of the Art & Design Curriculum at Holy Trinity

We aim to develop meaningful links across other curriculum subjects for pupils to be able to apply and practice their art & design skills.

At Holy Trinity we have just introduced the Kapow scheme of work for art & design that we adapt to meet the needs of our pupils and fit in with our curriculum design. Following this scheme ensures that all National Curriculum objectives are delivered in every unit in every year giving the children a plethora of opportunities to learn, practise and refine their skills.

### The **Impact** of the Art & Design Curriculum at Holy Trinity

Holy Trinity pupils have experience of developing their art and design skills during their time with us. Through being exposed to and studying a range of artists, crafters and designers, they have an understanding of a variety of art works. Offering pupils the opportunities to express themselves through art and design gives them the chance to express and develop their creative thinking. It can also serve as a very mindful and contemplative activity for children.

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**How Does Art & Design fit in to our school vision?**

To be an inspirational place of learning where:

| Vision statement:                                                                                                                                                                                                                                | Art & Design links/actions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We facilitate opportunities so every child can flourish in a place where they feel <b>safe, happy</b> and <b>confident</b>.</p>                              | <ul style="list-style-type: none"> <li>Engage and inspire all pupils and give them regular opportunities to take part in skills-based art lessons</li> <li>Give pupils a sound knowledge of great artists, craft makers, architects, illustrators and designers</li> <li>Provide pupils with the skills that they need so that they are confident to experiment and create their own art, craft and design work</li> </ul>                                                                                                    |
|  <p>Staff wellbeing and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal fulfilment.</p> | <ul style="list-style-type: none"> <li>Provide CPD for teaching skills in Art &amp; Design based on Kapow SOW</li> <li>Liaise with cluster schools to look at Art &amp; Design provision and how it is delivered</li> </ul>                                                                                                                                                                                                                                                                                                   |
| <p>The school provides facilities that enable an optimum learning environment.</p>                                                                            | <ul style="list-style-type: none"> <li>Ensure pupils have access to high quality resources and materials</li> <li>Look into ways of funding further Art equipment using local schools and companies</li> <li>Ensure pupils have access to a secure, safe internet that allows them to access information they need to support their learning but in a very controlled, safe environment</li> <li>Be aware of new artists and media that would inspire pupils</li> <li>Research apps to install to support learning</li> </ul> |
| <p>The school plays a central role within our community and enjoys strong links with the church, local companies, and other schools.</p>                      | <ul style="list-style-type: none"> <li>Continue our link with the Arts Society and have work of our pupils displayed at Sunningdale train station</li> <li>Artwork to be displayed in the church at various times throughout the year</li> <li>Forge links with other Art &amp; Design subject leaders across the local cluster</li> </ul>                                                                                                                                                                                    |

### Spanish At Holy Trinity Primary

**"The limits of my language mean the limits of my world."** *Ludwig Wittgenstein*



Our curriculum **intent for Spanish** is that every child will:

- Understand and speak some Spanish with accurate pronunciation and intonation.
- Inspire our pupils to embrace and celebrate diversity.
- Envision a world in which they can live in harmony with other cultures, creating inquisitive, tolerant and understanding minds of the future.
- Inspire confidence in their language and communication skills, learning collaboratively with one another.

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- Enrich our pupils' experiences and broaden their knowledge and understanding of the world around them, and their place in it.

In Holy Trinity, we believe that learning a foreign language provides a valuable educational, social and cultural experience for our pupils. The study of a language is seen as an important part of our pupils' education as languages are part of the cultural richness of our society and the world in which we live and work. We believe our children gain an insight into how other people around the world live, including their celebrations, traditional food and music amongst other things. As they learn, children will nurture a growing appreciation of other cultures and a natural curiosity for the world around them.

### Implementation of the Spanish Curriculum at Holy Trinity

The Curriculum follows the Lightbulb Languages scheme of work for KS2. Spanish is taught weekly by a Specialist Teacher to provide high quality Spanish lessons that are engaging and fun.

### The Impact of the Spanish Curriculum at Holy Trinity

The impact of this curriculum design will lead to confident children and instil a love of language learning to prepare children for their future learning at secondary school and open up a deeper understanding of cultures across the world.

### How Does MFL (Spanish) fit in to our school vision?

To be an inspirational place of learning where:

| Vision statement:                                                                                                                                                                                                                                  | MFL links/actions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We facilitate opportunities so every child can flourish in a place where they feel <b>safe, happy</b> and <b>confident</b>.</p>                              | <ul style="list-style-type: none"> <li>• we ensure a specialist is delivering high quality teaching</li> <li>• we provide children with the opportunity to share their language learning with others</li> <li>• we gain an insight to a culture beyond the language</li> <li>• we provide the opportunity to experience different staff and teaching styles</li> </ul>                                                                                                                                    |
| <p>Staff wellbeing and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal fulfilment.</p>  | <ul style="list-style-type: none"> <li>• we provide the opportunity for the staff to learn a new language (CPD)</li> <li>• we ensure resources and support materials are available</li> <li>• we encourage staff to support one another with high quality learning and teaching</li> <li>• Explore ways that technology can reduce staff workload and enhance efficient working</li> </ul>                                                                                                                |
| <p>The school provides facilities that enable an optimum learning environment.</p>                                                                              | <ul style="list-style-type: none"> <li>• Ensure pupils have access to high quality teaching</li> <li>• Ensure pupils have access to high quality learning resources</li> <li>• Ensure pupils have access to a secure, safe internet that allows them to access information they need to support their learning but in a very controlled, safe environment</li> <li>• Be aware of new technologies that would engage and inspire pupils</li> <li>• Research apps to install to support learning</li> </ul> |
| <p>The school plays a central role within our community and enjoys strong links with the church, local companies and other schools.</p>                         | <ul style="list-style-type: none"> <li>• we provide a local Spanish speaking teacher to work with the children</li> <li>• Link with Charters and The Marist to enquire about support from students/with resources and learning</li> <li>• Forge links with the church and perform carols and festivals in Spanish</li> <li>• we provide children with a language they can use in the local and world-wide community</li> </ul>                                                                            |

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## Statistical Data

Number on roll - 211

Below is a chart showing the number of pupils for week ending – 10<sup>th</sup> February

| Year Group   | Number on roll | Boys       | Girls      |
|--------------|----------------|------------|------------|
| Reception    | 30             | 15         | 15         |
| Year 1       | 30             | 11         | 19         |
| Year 2       | 31             | 17         | 14         |
| Year 3       | 30             | 14         | 16         |
| Year 4       | 30             | 18         | 12         |
| Year 5       | 30             | 18         | 12         |
| Year 6       | 30             | 12         | 18         |
| <b>TOTAL</b> | <b>211</b>     | <b>105</b> | <b>106</b> |

### First Language

| Albanian     | Bengali      | Bulgarian    | Chinese      | Chinese (Mandarin) | English        | Lithuanian   | Panjabi      | Polish       | Refused      | Spanish      |
|--------------|--------------|--------------|--------------|--------------------|----------------|--------------|--------------|--------------|--------------|--------------|
| 1<br>(0.47%) | 2<br>(0.47%) | 1<br>(0.47%) | 1<br>(0.47%) | 1<br>(0.47%)       | 200<br>(94.7%) | 1<br>(0.47%) | 1<br>(0.47%) | 1<br>(0.47%) | 1<br>(0.47%) | 1<br>(0.47%) |

### 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 (0.94%)               | 1 (0.47%)                      | 1 (0.47%)                        | 2 (0.94%)              | 8 (3.77%)      | 1 (0.47%)                          | 1 (0.47%)                        | 3 (1.4%)               | 3 (1.4%)              |
| Other White British     | Refused                        | Sri Lankan Sinhalese             | White English          | White Irish    | White & Any Other Asian Background | White and any other Ethnic Group | White & Asian          | White & Black African |
| 7 (3.3%)                | 1 (0.47%)                      | 1 (0.47%)                        | 139 (65.8%)            | 2 (0.94%)      | 7 (3.3%)                           | 7 (3.3%)                         | 1 (0.47%)              | 1 (0.47%)             |
| White & Black Caribbean | White & Chinese                | White & Indian                   | White Eastern European | White European | White Other                        | White Western European           |                        |                       |
| 3 (1.4%)                | 2 (0.94%)                      | 1 (0.47%)                        | 2 (0.94%)              | 5 (2.6%)       | 4 (1.9%)                           | 6 (2.8%)                         |                        |                       |

### Religion

| Anglican/ Church of England | Buddhist | Christian      | Hindu    | Jewish    | Methodist | Muslim   | No Religion |
|-----------------------------|----------|----------------|----------|-----------|-----------|----------|-------------|
| 61 (28.9%)                  | 2 (.94%) | 50 (23.7%)     | 3 (1.4%) | 1 (0.47%) | 1 (0.47%) | 7 (3.3%) | 48 (22.7%)  |
| Other Religion              | Refused  | Roman Catholic | Sikh     |           |           |          |             |
| 3 (1.4%)                    | 9 (4.2%) | 19 (9%)        | 7 (3.3%) |           |           |          |             |

### 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 2023 | 30          | 5    | Spring 2023 | 0                   | 19               | 1                        | 20                         |

### Attendance

| Attendance               |                    | Target 2022-23: 96%         |                       |
|--------------------------|--------------------|-----------------------------|-----------------------|
| Whole School End of Year | Pupil Attendance % | Pupil Attendance %          | 01/09/22 – 09/02/2023 |
|                          |                    | Class                       |                       |
| Sept 2012 – July 2013    | 95.7%              | EYFS                        | 95.5%                 |
| Sept 2013 – July 2014    | 96.6%              | Year 1                      | 97.4%                 |
| Sept 2014 – July 2015    | 96.8%              | Year 2                      | 96%                   |
| Sept 2015 – July 2016    | 97.1%              | Year 3                      | 96.5%                 |
| Sept 2016 – July 2017    | 96.9%              | Year 4                      | 95.3%                 |
| Sept 2017 – July 2018    | 96.6%              | Year 5                      | 97.5%                 |
| Sept 2018 – July 2019    | 96.5%              | Year 6                      | 95.5%                 |
| Sept 2019 – July 2020    | 95.3%              | <b>TOTAL (Whole School)</b> | <b>96.2%</b>          |
| Sept 2020 – July 2021    | 96.7%              |                             |                       |
| Sept 2021 – July 2022    | 94.09              |                             |                       |

### Staff CPD training

| Autumn Term 2022                          |                                                  |                                    |                               |
|-------------------------------------------|--------------------------------------------------|------------------------------------|-------------------------------|
| Date                                      | Staff                                            | Course/training                    | Lead/provider                 |
| During August                             | 2 x teachers                                     | ELS                                | ELS online (OUP)              |
| 02/09/22                                  | 7 x TAs + 5 teachers                             | ELS                                | ELS online (OUP)              |
| On-going                                  | 1 x TA                                           | Level 3 TA Training                | The Learning College (online) |
| 01 & 02/09/22                             | Class Teachers                                   | Subject Leader Role                | Headteacher                   |
| 13/09/22                                  | All staff                                        | Basic Safeguarding Training        | AfC                           |
| 20/09/22 and on-going throughout the year | 1 x ECT, 1 x ECT Mentor, 1 x ECT Induction Tutor | ECT Year 2                         | UCL                           |
| 21/09/22                                  | Headteacher                                      | School Self-Evaluation             | Berkshire Hub                 |
| 27/09/22                                  | Class Teachers                                   | OFSTED Deep Dives – Subject Leader | AfC                           |
| 28/09/22                                  | SENCO                                            | SEMH Network                       | AfC                           |
| 03/10/22                                  | 2 x class teachers                               | KS2 Developing Writing             | CJS                           |
| 03 & 05/10/22                             | Admin Officer                                    | Arbor Training                     | Arbor                         |
| 10/10/22                                  | DSL                                              | AfC Annual Safeguarding Conference | AfC                           |
| 12/10/22                                  | Bursar                                           | Bursar Support                     | AfC                           |
| 14/10/22                                  | Headteacher                                      | Education Leadership Forum         | AfC                           |
| 17/10/22                                  | History & Geography Lead                         | Leading History and Geography      | CJS                           |
| 31/10/22                                  | Class Teachers                                   | Subject Leader Role                | Headteacher                   |
| 03/11/22                                  | Subject Leaders                                  | Curriculum Review                  | AfC                           |
| 07/11/22                                  | DSLs                                             | DSL Network                        | AfC                           |
| 08/11/22                                  | Science Lead                                     | Leading Science                    | CJS                           |
| 09/11/22                                  | English Lead                                     | English Lead Network               | AfC                           |
| 10&11/11/22                               | Headteacher + 1 x Assistant Headteacher          | Headteacher Conference             | AfC                           |
| 15/11/22                                  | Class Teachers                                   | Writing Moderation                 | English Lead                  |
| 22/11/22                                  | SENCO                                            | Inclusion Summit                   | AfC                           |
| 22/11/22                                  | Headteacher                                      | Attendance Lead Network            | AfC                           |
| 30/11/22                                  | SENCO                                            | Pupil Premium Network meeting      | AfC                           |
| 05/12/22                                  | Bursar                                           | Strategic Estate Management        | DfE                           |
| 07/12/22                                  | DSL x 4                                          | CPOMS                              | CPOMS                         |
| 09/12/22                                  | Assistant Headteacher                            | Safer Recruitment Training         | AfC                           |
| Spring Term 2023                          |                                                  |                                    |                               |
| 03/01/23                                  | teachers                                         | History at Holy Trinity            | Headteacher                   |
| 10/01/23                                  | 2 x TAs                                          | ELS training                       | Assistant Headteacher         |
| 11/01/23                                  | SENCO                                            | Designated Teacher Conference      | AfC                           |
| 12/01/23                                  | Headteacher                                      | Heads Network - SEND               | AfC                           |
| 16/01/23                                  | 2 x Y2 teachers                                  | KS1 Moderation training            | AfC                           |
| 18/01/23                                  | All teachers                                     | Cluster writing moderation         | Ascot Cluster                 |
| 23/01/23                                  | RE Leader                                        | RE Network meeting                 | ODBE                          |
| 25/01/23                                  | Bursar                                           | Securing Best Value                | DfE                           |

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|          |                       |                                       |                             |
|----------|-----------------------|---------------------------------------|-----------------------------|
| 25/01/23 | Headteacher           | ODBE Updates                          | ODBE                        |
| 26/01/23 | Assistant Headteacher | ELS Tracking                          | OUP                         |
| 31/01/23 | 1 x TA                | First Aid                             | St. John's Ambulance        |
| 31/01/23 | SENCO                 | Designated Teacher forum for LAC      | AfC                         |
| 06/02/23 | Headteacher           | Low Level Concerns (KCSIE)            | DfE                         |
| 08/02/23 | SENCO                 | Inclusion Summit                      | AfC                         |
| 10/02/23 | Headteacher           | Education Leadership Forum            | AfC                         |
| 21/02/23 | SENCO                 | SEND Conference                       | AfC                         |
| 27/02/23 | Headteacher           | Heads Cluster Meeting                 | Ascot Cluster               |
| 28/02/23 | Admin Officer         | Attendance Meeting                    | AfC                         |
| 01/03/23 | Bursar                | Curriculum and Financial Planning     | DfE                         |
| 01/03/23 | English Lead          | English Network meeting               | AfC                         |
| 06/03/23 | 4 x DSLs              | DSL Network Meeting                   | AfC                         |
| 09/03/23 | Teachers              | Cluster Subject Leads Meeting         | Ascot Cluster               |
| 09/03/23 | 10 x TAs              | Using Gardening within the Curriculum | Learning through Landscapes |
| 09/03/23 | Headteacher           | Heads Together Network                | AfC                         |

### Record of Governor Training/Courses Attended 2022/2023

| Date               | Governor                    | Course/Training                                                  | Lead/Location            |
|--------------------|-----------------------------|------------------------------------------------------------------|--------------------------|
| <b>Autumn 2022</b> |                             |                                                                  |                          |
| 20/10/22           | Tim Fettes<br>Aileen Boaler | Educational Visits - governance training & briefing session      | AfC                      |
| 02/11/22           | Jo Steel                    | New Governors Induction Part 4 – Safeguarding the Governors Role | AfC – Homer First School |

### Staffing

Teacher (not TA) absence rate nationally 2020/21: 45% of teachers nationally took at least one period of sickness (not including isolation or shielding due to COVID). The average number of days taken was 8.6 days.

| Staff Absence              | Sept 22 – Feb 22                                       | 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)             | 21                                                     | 138 + 38 long term absence                               | 54                  | 22.5                   | 60                  | 28                | 43                  | 8                   |
| Teaching Assistants (11.5) | 69 + 95 long term absence                              | 189 + 31 long term absence                               | 243.5               | 72                     | 156.5               | 74                | 53                  | 91.5                |
| Non-teaching (3)           | 4                                                      | 19                                                       | 91                  | 1                      | 4.5                 | 6                 | 18                  | 37                  |
| <b>TOTAL</b>               | <b>189 days</b><br>(94 days without long term absence) | <b>415 days</b><br>(346 days without long term absences) | <b>388.5 days</b>   | <b>95.5 days</b>       | <b>221 days</b>     | <b>108 days</b>   | <b>114 days</b>     | <b>136.5 days</b>   |

### Behaviour and Incident reporting (since the last report)

- There have been 2 fixed term suspensions this year and 0 permanent exclusions this year.
- There has been one parental complaint received regarding bullying.
- We have no incidents of racist behaviour to report.

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### Health and Safety & GDPR

- Heating system in need of repair – not fit for purpose. Concern for pupils & staff wellbeing and comfort.
- Fire and asbestos visit from LA due April 2023.
- No data breaches to report.

### External Moderation

The Local Authority usually moderate schools on a four-year cycle. However, they may conduct a visit if previous results were a cause for concern or for other reasons. We were moderated at KS1 and KS2 June 2022.

The LA sample a selection of pupil work to check against the teacher assessment judgement. All teacher judgements were agreed with confirmed by LA.

EYFS will no longer be moderated by LA.

| EYFS LA moderation | KS1 LA moderation | KS2 LA moderation |
|--------------------|-------------------|-------------------|
| June 2018          | June 2016         | June 2016         |
| N/A                | June 2022         | June 2022         |

### Governor Visits this academic year

(For full visit overview please see Governor Zone on website)

| Date:    | Governor & Role:                                | Area of focus:                   | Staff member & role:                               | Next steps/actions:                                                                                                                                                                        | Action complete? |
|----------|-------------------------------------------------|----------------------------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 01/03/23 | Rev. Jon Hutchinson and Dr Dolapo Ogunbawo      | Safeguarding                     | Jo Griffith DSL                                    | <ul style="list-style-type: none"> <li>• Continue to monitor 2 serious safeguarding cases ongoing</li> <li>• Next meeting date set for 12/04/23</li> </ul>                                 | •                |
| 29/11/22 | Jo Taylor<br>SEND link<br>(Aileen Boaler)       | SEND                             | Fiona Fargher<br>SEND Co                           | <ul style="list-style-type: none"> <li>• F&amp;R to budget for staff absence</li> <li>• ELSA support</li> </ul>                                                                            | • complete       |
| 29/11/22 | Jo Taylor<br>RHSE Link<br>(Aileen Boaler)       | RHSE                             | Fiona Fargher<br>RHSE Lead                         | <ul style="list-style-type: none"> <li>• Big Book look following from visit 25/1/21</li> <li>• RHSE Curriculum</li> </ul>                                                                  | •                |
| 23/11/22 | Andrea Williamson<br>English Lead               | English: Writing                 | Stacey Harding<br>English Lead                     | <ul style="list-style-type: none"> <li>• Share 2022 KS2 SATs results with community?</li> </ul>                                                                                            | •                |
| 21/11/22 | Jo Taylor<br>EYFS Link<br>(Aileen Boaler)       | ELS phonics                      | Su Tones<br>EYFS teacher/<br>Phonics Lead          | <ul style="list-style-type: none"> <li>• Track progress of pupils' attainment in phonics at end of EYFS &amp; Y1 Phonics Screening June 2023</li> </ul>                                    | • On going       |
| 17/11/22 | Jo Steel<br>Computing Link                      | Computing                        | Jo Griffith<br>Headteacher                         | <ul style="list-style-type: none"> <li>• Establish EYFS key skills in computing</li> <li>• Teacher CPD in assessment of computing</li> </ul>                                               | • complete       |
| 08/11/22 | Andrea Williamson<br>Admissions Committee Chair | Admissions policy and procedures | Sarah Lawson<br>Admissions Officer                 | <ul style="list-style-type: none"> <li>• Continue to ensure all procedures and required processes are in place</li> <li>• Ratify Admissions Policy</li> </ul>                              | • complete       |
| 20/10/22 | Aileen Boaler<br>Maths Link                     | Maths                            | Michelle Wallbanks & Lizzie Neale<br>(Maths Leads) | <ul style="list-style-type: none"> <li>• (awaiting report)</li> </ul>                                                                                                                      | •                |
| 05/10/22 | Rev. Jon Hutchinson and Dr Dolapo Ogunbawo      | Safeguarding                     | Jo Griffith DSL                                    | <ul style="list-style-type: none"> <li>• Feedback from LA Safeguarding Review that will take place on 01/03/23</li> <li>• Termly Safeguarding visit from Safeguarding Governors</li> </ul> | • complete       |

|                                           |
|-------------------------------------------|
| <b>Standards and Curriculum Committee</b> |
| Governor Behaviour Principles             |
| Internet Safety Policy                    |
| Governor Visits Policy and Procedures     |
| Positive Handling Policy                  |
| <b>Finance and Resources Committee</b>    |
| SFVS                                      |
| Teacher Appraisal Policy                  |
| Health and Safety Policy                  |
| Asthma Policy                             |
| Finance Policy                            |
| Mobile Phone Policy                       |
| Safer Recruitment Policy                  |
| <b>Governing Board</b>                    |
| Teacher Pay Policy                        |
| Staff Grievance Policy                    |
| Confidentiality Policy                    |

## Conclusion

We have, once again, been kept on our toes. Never a dull day!  
Reviewing our curriculum and creating our Holy Trinity Curriculum has been a huge piece of work – and we're really proud of it!

I feel like I comment on staff absence in every 'conclusion' but the impact is real, and along with the heating issue, has had a huge effect on staff wellbeing. I'm hopeful both issues are on their way to being resolved!



Thank you to the staff for their patience and for taking on additional roles in order to fill gaps. It is so appreciated.

Thank you to all those team members who have contributed to this report.

*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                                                                                                                                   |
| OFSTED | Office for Standards in Education, Children's services and skills                                                                                                   |
| OT     | Occupational Therapy                                                                                                                                                |

# Holy Trinity CE Primary School

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|        |                                                                                          |
|--------|------------------------------------------------------------------------------------------|
| 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                                                                 |