

Holy Trinity Church of England Primary School



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Chair of the Governing Board: T. Fettes

HEADTEACHER'S REPORT

J.Griffith

TO THE GOVERNING BOARD OF Holy Trinity Church of England Primary School Autumn Term 19th November 2024

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

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

To be an inspirational place of learning where:

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

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Ofsted: March 2024
 [1 day \(ungraded\) inspection](#): **GOOD**
 Safeguarding is effective.

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

School Context

- This voluntary aided primary school has 209 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 94.7% (National: 78.6% RBWM: 82%).
- The number of pupils entitled to pupil premium and Ever 6 funding is 12 (5.7%) and is well below the national average (24.6% June 2024).
- 1 pupil (0.4%) has an EHC Plan for learning difficulties, disabilities and additional needs which is below national average for primary school pupils (3% June 2024). (2 further pupils have EHCP in draft awaiting decision).
- 23 pupils (11%) are on our SEN register. 22 do not have an EHCP (10.5%). This is below national average for primary school pupils of 14.1% (June 2024).
- The gender ratio is boys: 54% and girls: 46%.
- Attendance target is 97%
- The school's postcode is classified by Acorn as 96% 'Affluent Achievers' 'Rising Prosperity' or 'Comfortable Community'.

Attendance

	Current year to date	Absence rate	Persistent absence	Authorised absences	Unauthorised absences
Holy Trinity	96.7%	2.9%	9.5% (age 5-11)	2.9%	0.69%
National state primary schools	95.4%	4.6%	15.5%	1.4%	3.2%

Persistent Absence	Current year to date	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Holy Trinity	9.5%	6.4%	6.5%	11.9%	6.6%	8.7%	8.2%
National state primary schools	15.5%	20%	19.5%	22.3%	12.1%	11.2%	10.1%

Staffing Structure

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

Safeguarding, Health & Safety

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

Vision and Values

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

A shared vision was reviewed (November 2024) with all stakeholders, shared with all and implemented across the school (see front cover of this document). The 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. Governors are meeting on 14th November 2024 to re-visit our vision.

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 have used the school grounds to hold a successful 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

Boiler replacement now complete. PTA raised funds and installed an outdoor play structure for KS1 and then KS2 pupils. Work is currently underway with pupils to improve outdoor facilities for the future. PTA raised funds last year towards an all-weather running track which is currently being installed. They have agreed to raise funds to refurbish the library this year.

Recent Parent Survey (Ofsted Parent View March 2024) based on 89 responses.

- ✓ 96% of parents stated their child is happy at school.
- ✓ 97% of parents stated their child feels safe at school.
- ✓ 97% of parents stated the school makes sure its pupils are well behaved.
- ✓ 91% of parents stated that their child had been bullied and the school dealt with the bullying quickly and effectively. (70% of this 91% stated their child had not been bullied).
- ✓ 99% of parents stated that the school makes them aware of what their child will learn during the year.
- ✓ 91% of parents stated that when they had raised concerns with the school they had been dealt with properly (of the 91%, 38% had not had to raise a concern).
- ✓ Based on 12 responses, 83% (10/12) parents stated that their child has SEND and the school gives them the support they need to succeed.
- ✓ 90% of parents stated that the school has high expectations for their child.
- ✓ 95% of parents stated that their child does well at this school.
- ✓ 95% of parents stated that the school lets them know how well their child is doing.
- ✓ 98% of parents stated that there is a good range of subjects available for their child at school.
- ✓ 100% of parents agreed that their child can take part in clubs and activities.
- ✓ 92% of parents stated that the school supports their child's wider personal development.
- ✓ 97% of parents would recommend this school to another parent.

Points for Development from Ofsted March 2024 Inspection and Steps Taken

Staff's subject knowledge in phonics and early reading.

Next Steps:

- Carefully track teaching, learning, progress and attainment of identified pupils from Y2 upwards who need early reading intervention in order to ensure their reading is not holding them back from learning in all areas.
- Complete skills audit of all staff in terms of subject knowledge of teaching phonics and early reading.
- Plan ELS training for identified staff.
- Plan autumn term monitoring of phonics and early reading teaching across all year groups.
- Arrange external review of Early Reading via LA link.

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

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

Next Steps:

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

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School Development 2024-25

TERM	YEAR	KEY DEVELOPMENT FOCUS AREA
Term 1 Autumn 1 2024	Embed 'The Write Stuff' approach to writing across the school. SIAMS: Provide CPD for staff, Governors and parents on new SIAMS inspection framework. BEHAVIOUR: To explore a consistent whole-school approach to managing emotions via the Attachment Aware accreditation. INTERNET SAFETY: To ensure pupils know how to keep themselves safe on-line. PHYSICAL & MENTAL HEALTH: To focus on pupil and staff wellbeing. LIFE SKILLS: To continue to provide opportunities for pupils to develop their life skills, including mindfulness. DIVERSITY: To continue to plan opportunities and activities that provide exposure to diversity for all our pupils. HOLY TRINITY CURRICULUM: To embed our curriculum and continue to use Big Books to show evidence of learning in Music, RE and Computing Y1 – Y6.	Embed The Holy Trinity Way – Teaching and Learning Pedagogy: To embed and continue to develop our consistent pedagogy and teaching practices across the school. Impact will show teaching and learning is consistent and of a high standard across the school. Pupils benefit from the focus on 'The Holy Trinity Way'.
Term 2 Autumn 2 2024		Early Free Reading: To ensure consistency and coverage in our reading curriculum and pupil assessment. Provide CPD for staff. Impact will show pupils' knowledge and understanding in reading is progressive and provides opportunities for timely intervention if necessary.
Term 3 Spring 1 2025		Teachers' Subject Knowledge To ensure that all teachers have secure and deep knowledge of the foundation subjects they teach. Impact will show in pupils' retention of Essential Knowledge. Workbooks will show evidence of secure learning and pride in presentation.
Term 4 Spring 2 2025		Embed The Holy Trinity Way – Teaching and Learning Pedagogy: To embed and continue to develop our consistent pedagogy and teaching practices across the school. Impact will show teaching and learning is consistent and of a high standard across the school. Pupils benefit from the focus on 'The Holy Trinity Way'.
Term 5 Summer 1 2025		Early Free Reading: To ensure consistency and coverage in our reading curriculum and pupil assessment. Provide CPD for staff. Impact will show pupils' knowledge and understanding in reading is progressive and provides opportunities for timely intervention if necessary.
Term 6 Summer 2 2025		Teachers' Subject Knowledge To ensure that all teachers have secure and deep knowledge of the foundation subjects they teach. Impact will show in pupils' retention of Essential Knowledge. Workbooks will show evidence of secure learning and pride in presentation.

QUALITY OF EDUCATION

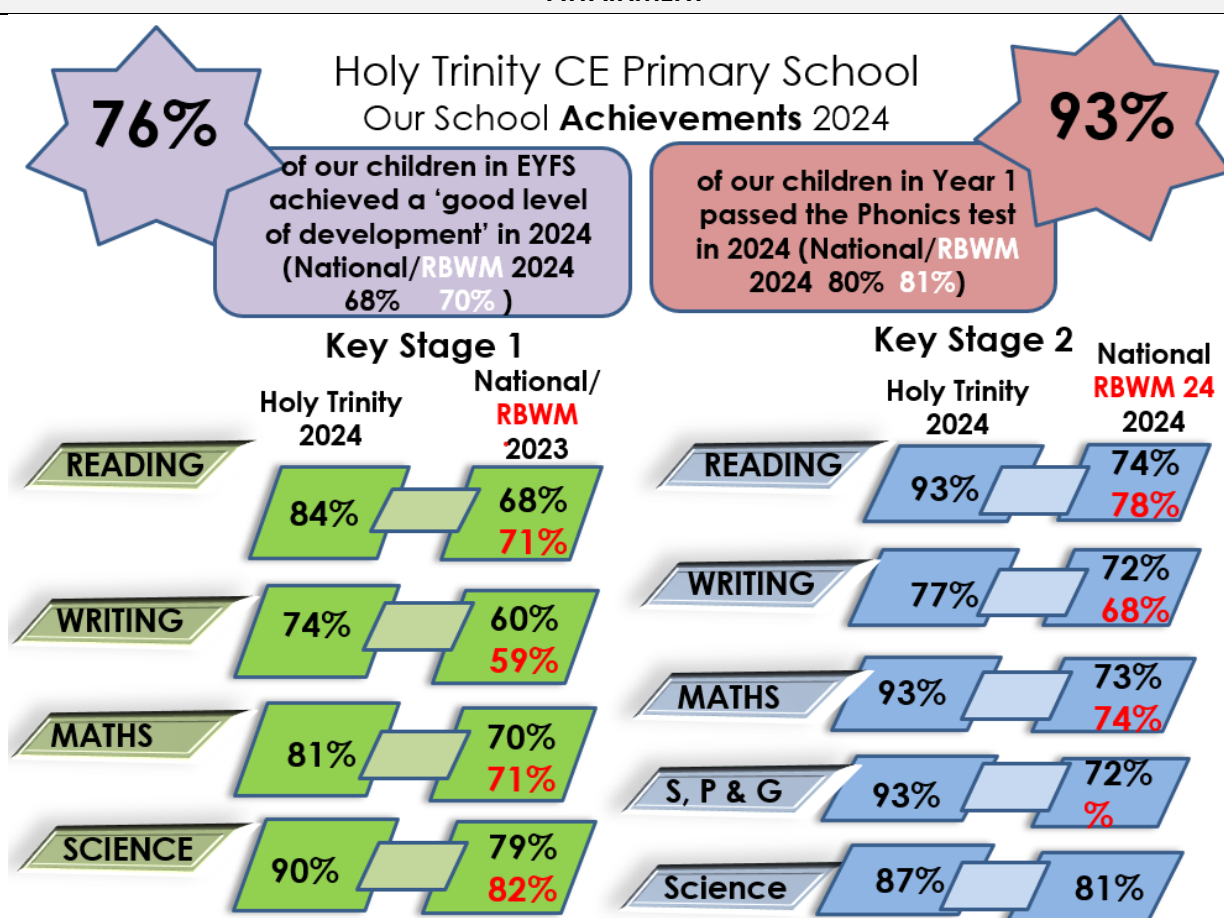
(Please explore the [Curriculum page](#) on our website too.)

Implementation: What have we accomplished since the last report?	Impact: How has this made improvement?	Intention: What are our next steps?
EYFS Provision		
• Reception cohort settled in September. • Informed new reception parents about the ELS phonics/reading programme. • Ensured staffing in EYFS are fully trained in ELS and other required areas. • Plan in place for staffing in EYFS and training for phonics. • Baseline for EYFS completed. • The Anchor ('not yet school ready' provision in Windsor) advised EYFS staff on extreme behavioural challenge. Parent fully supportive. • Little Muddy Boots founder delivered Forest School session to Reception class.	• Well-planned transitions have provided a smooth settling into school. • High focus on reading and encouraging reading including parents in the process.	• Add the new White Rose maths planning to documents. • Review PE in EYFS curriculum plans. • Train EYFS staff in the importance of play and conversation. • Continue to monitor and support EYFS staff with behavioural challenges.
Writing		
• Continuing to embed TWS ensuring good subject knowledge of all teachers. • English subject leader meeting other English subject leaders across the LA has provided insight into assessment and practice at other schools.	• Writing is a main development focus throughout the school and remains high profile. • English Leader has a good grasp on standards and provision in the subject. • Lesson monitoring evidences high standards of teaching in writing and being applied across curriculum areas.	• TWS demo videos on website for parents and pupils to access. • Continue to monitor provision and standards across writing throughout the curriculum. • Internal and external writing moderation to take place to ensure teacher assessment judgements are accurate. LA project.
Phonics and Reading		
• Provide further training in ELS for TAs in EYFS and KS1/2 working with Early Readers. • EYFS Parents meeting on ELS and Early Reading including their responsibilities and input expectations. • Continuing to provide ELS intervention for pupils in Y4 2024-25 that continue to require support. • Ensured resources for EYFS and KS1 ELS are purchased in a timely manner. • Continue to timetable library	• Attainment in phonics is high and well above national average. • Impact of new phonics scheme can be seen in EYFS and Y1 data. • Identified pupils are showing progress in phonics. • More TAs are confident in delivery of ELS due to in-house and online training. • Teachers able to deliver targeted guided reading sessions for comprehension using new resources.	• Seek additional funding (Lottery grant) to refresh library books with a focus on diversity. • Monitor impact of new reading comprehension resources. • PTA agreed to raise funds to revamp the library (books and environment/furniture). • Set up a book wish list on Amazon for parents to buy requested books.

HOLY TRINITY CURRICULUM		
- RE curriculum revised to include world views units. - Invested in Kapow for Music and Geography. - Adapted HT curriculum to incorporate Kapow units for Geography. - Provide teachers with updated music and geography planning.	'Essential Knowledge' is clear for all subjects in all year groups. - Teacher knowledge for all subjects is fully supported through the use of Kapow and subject association subscriptions. - Governors aware of their role in knowing the vision for the curriculum at Holy Trinity. - School Leaders have a shared vision for Holy Trinity Curriculum. They are clear about progression, end points and continuity for their subject across the school. - Pupils are in receipt of a broad and balanced curriculum with a range of opportunities. - Parents aware of curriculum content and how they can support their child.	- Adapt HT curriculum to incorporate Kapow units for music. - Provide teachers with updated music planning. - Subject leaders to audit teacher knowledge and confidence in delivering the foundation subjects.
CURRICULUM IN ACTION		
Trips, visits and visitors this term: ➤ Y4 Road Safety (PSHE) ➤ KS1 local author visit (English) ➤ Y1 to The Lookout (Science) ➤ Y6 to Eton College (History) ➤ Y2 Great Fire of London Theatre day (History) ➤ Y4 & Y5 to Ufton Court (History) ➤ Y3 to Butser Farm (History) Local Activities: See sporting activities this term ➤ Y6 helping sort the food donations from Harvest Services. ➤ St George's 6th Former DT group re-designing Holy Trinity Logo ➤ Y4 to the panto @ St George's ➤ Ascot Headteachers Cluster meetings	- Pupils have experienced a variety of enhancements to the curriculum to make the Essential Learning 'sticky'. - All pupils have been included to ensure all benefit. - Staff have sought enrichment trips/visitors in a variety of curriculum areas. - Links with local schools is of benefit to the pupils for both transition purposes and social skills.	- To continue to develop and monitor the use of Big Books for evidencing foundation subjects in RE, Music, PSHE and Computing. - Ensure all trips and visits are booked well in advance and have explicit links to curriculum.
CULTURAL CAPITAL/DEVELOPMENT		

- Educational visits and experiences planned to offer opportunities to pupils. - Continued work with EWO and families for whom absence is a concern. - Continued to support families financially if in need. - Continued to expose pupils to other cultures through our Culture Week and to celebrate differences through curriculum delivery.	- Children invited to share own culture giving them confidence in public speaking & to be proud of their culture. - Children learning more about the cultures shared in our Holy Trinity Family. - Children and families have had access to school staff to be able to share concerns and continue to offer advice and support.	Continue to plan educational visits and trips to provide our pupils with cultural and educational opportunities.
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ATTAINMENT



Holy Trinity Y4 MTC Trends over time (test out of 25)

	% of pupils scoring 20+	Number of pupils scoring 20+	Average score	% of pupils scoring 100%
2020-2021	68%	21/31	20	23%
2021-2022	65%	20/31	21	23%
2022-2023	83%	25/30	21	33%
2023-2024	90%	27/30	22 (LA average: 20 National average: 20)	20%

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- Teachers shared all aspects of attainment, need etc to handover to new teacher comprehensively. - Planned intervention support needed and assigned support staff accordingly. (No Recovery Premium provided for additional catch-up sessions going forward.)	- Pupils identified have been in receipt of regular catch-up intervention (additional teaching in small groups.) Specific learning objectives have been identified by teachers and the catch-up teaching is highly focused. - Pupils' attainment continues to be negatively impacted by school closures (especially writing). - Pupil Progress Meetings – common barrier that has been identified by teachers is time to conduct planned interventions. Also negatively impacted by staffing absences. - New assessment (NTS) for Reading and Maths from Y2 to Y6 has provided clarity and consistency in teacher assessments.	- Carefully track teaching, learning, progress and attainment of identified pupils from Y2 upwards who need early reading intervention in order to ensure their reading is not holding them back from learning in all areas. - Gain feedback from staff in terms of the timetable and current staffing provision for intervention. Make changes as necessary to ensure staff expertise in use and manageable interventions. - Plan Booster Groups for Y6 earlier than usual to compensate for staffing restructure.
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BEHAVIOUR AND ATTITUDES		
Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
Behaviour Policy		
- Appointed Anti-Bullying Ambassadors for 2024-25. - Planned activities/awareness for Anti-Bullying Week 11th – 15th November 'Choose Respect' - Audit for Attachment Aware Schools project completed. Training with Educational psychologist booked. - Continued to embed Behaviour Policy and ensured expectations are consistent and known by all new starters.	- Our pupils are frequently asked to consider right choices of behaviour through focusing on our values. Having opportunities to discuss behaviour choices with their peers and teachers gives them support and a further range of behaviour choices to draw upon. - Any incidents are resolved swiftly.	- Pupils that attended the Anti-Bullying Workshop to plan events and raise awareness in school via School Council. - Attachment Aware training and project to be planned.

ATTENDANCE & PUNCTUALITY (From DfE VYED)**DfE comparisons****With RBWM schools:**

Attendance measure	Percentage	Ranking ^①
Overall attendance	97.1%	You are ranked 8th out of 46 schools
Overall absence	2.9%	You are ranked 8th out of 46 schools
Authorised absence	2.4%	You are ranked 14th out of 46 schools
Unauthorised absence	0.5%	You are ranked 8th out of 46 schools
Persistently absent	10.1%	You are ranked 13th out of 46 schools
Severely absent	0.0%	You are ranked 1st out of 46 schools

National comparison:

Your overall attendance
97.1%

You are in decile 2, the top
10-20% of schools



FFT National
Attendance Award
2023/24

Decile ^①	Decile description ^①	Number of schools ^①	Lowest in decile ^①	Highest in decile ^①
1	Top 0-10%	1654	97.3%	100.0%
2	Top 10-20%	1654	96.9%	97.3%
3	Top 20-30%	1654	96.5%	96.9%
4	Top 30-40%	1654	96.1%	96.5%
5	Top 40-50%	1654	95.8%	96.1%
6	Bottom 40-50%	1654	95.4%	95.8%
7	Bottom 30-40%	1654	95.0%	95.4%
8	Bottom 20-30%	1653	94.4%	95.0%
9	Bottom 10-20%	1653	93.5%	94.4%
10	Bottom 0-10%	1653	0.0%	93.5%

- Attendance since 01/09/24: **96.7%**
- Requests for term-time absence this academic year:
20 requests (not total of days, not including medical appointments)
7 authorised (not yet CSA, school visits, funerals, entrance exams, music exams, sporting event)
13 unauthorised requests (holidays). **The total number of schools day lost to family holidays so far this year: 33 days**
- Attendance Lead tracking attendance half-termly and contacting parents via letter/phone/in person as necessary.
- Letters of concern around attendance sent to parents from Headteacher.
- Attendance meetings with families of high concern.

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

- Continue to work with the EWO and families whose attendance is causing concern. Offer support where possible.
- Continue to send letters of attendance concern to parents.
- Engage with the LA on the ERSA programme (Emotionally Related School Avoidance) with a view to supporting identified pupils.
- Work with attendance link Governor to monitor absence and procedures.
- Continue to ensure attendance is a standing agenda item on all Governor Meetings.
- Continue to provide governors with attendance data via HT reports.

- Letter to all parents around attendance and importance of good attendance. - EWO commented that our attendance is comparatively good. - Attendance Lead has attended RBWM network meetings and engaged with strategies and suggested toolkits to improve and support attendance. - Reviewed Attendance Policy in light of FPN. - Shared new FPN legislation coming in with parents and governors.		- Implement new FPN legislation. - Plan for any further intervention needed for identified pupils through Attachment Aware action plan/project.
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PERSONAL DEVELOPMENT

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

- Elected/selected pupil leadership roles across the school to provide opportunities for pupils to use personal skills and share ideas about how to shape/grow the role. - ELSA (pastoral support) provided. - Digital Leaders leading a weekly Computing Club. - PSHE Workshops for Y1 – Y6 - Clubs other than sports clubs offered this term: ➢ Gardening ➢ Cookery ➢ Lego ➢ French ➢ Spanish ➢ Chess ➢ Art ➢ Homework ➢ KS1 Arts and Crafts ➢ KS2 Art ➢ Choir ➢ Guitar ➢ Ukelele	- Y6 Pupil Leaders have grown in confidence and shown great leadership skills when organising and presenting to our school family and visitors. - Our termly values were still discussed and explored through virtual Collective Worship promoting pupils' character development and understanding. - Pupils are exposed to discussions about tolerance and respect often. They have the chance to see others' views and show respect. - NSPCC workshops focus on citizenship and PSHE contributed towards pupils' personal development. - School is providing a wide range of extracurricular clubs providing pupils with a range of experiences and opportunities to develop their personal development.	- Elect/select pupil leadership roles across the school to provide opportunities for pupils to use personal skills and share ideas about how to shape/grow the role. - Continue to publicly recognise, encourage and celebrate pupils' 'Living the Vision' and showing courageous advocacy. - Trips, visits and visitors planned to enhance Holy Trinity Curriculum and provide cultural experiences for our pupils. - Choir to Lynwood House (Care Home).
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PHYSICAL HEALTH

- Engaged in Inter-Sport competitions and festivals with the local cluster: ➢ Y5/6 boys football tournament (Maidenhead Magpies)	- Continuing with club provision and encouraging uptake is having a positive impact on pupils' physical health. - Lots of opportunities for pupils to engage in physical activities to	- Physical health elements of new RHSE curriculum to be secure. - Continue to promote the Daily Mile on the new running track. (work commencing 18th Nov)
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➤ Y5/6 Girls Football tournament (Maidenhead Magpies) ➤ Y3/4 Netball @ The Marist ➤ Y6 Swimming Gala @ St. George's • House Captains leading daily Sporting Challenge for all classes. • Sports Clubs offered this term: ➤ Skateboarding ➤ Basketball ➤ Football ➤ Zumba ➤ Martial Arts ➤ Dodgeball ➤ Playball ➤ Gymnastics ➤ Fencing ➤ Netball	support mental wellbeing and physical health.	
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MENTAL HEALTH

• Attachment Aware Award 3-year project commenced. • Staff wellbeing a discussion in Performance Appraisal meetings and newly added to the Governor Visit Report.	• Staff are aware of the Staff Wellbeing Policy and how to seek support if needed. • Nurture Groups provide support to pupils with friendship/social interaction difficulties in a safe way.	• Attachment Aware Award whole school project tbc. • Continue to signpost staff and support staff to professional support should they require it. • Provide support for parents of children with SEMH and signpost to further advice/support.
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CHRISTIAN DISTINCTIVENESS and VISION

• RE Leader working with pupils to develop Prayer Spaces for Collective Worship. • RE Leader working with Diocese to develop scheme of work. • Prayers on prayer tree promoted and shared in Collective Worship. • Pupils leading Collective Worship. • Harvest Service at Church and subsequent organisation of goods donated for the food bank. • SIAMS Leader commenced work on our website here • Governor Vision Day to re-visit the vision. • Weekly food boxes distributed to those in need in the community. • Y6 selling poppies to pupils and parents.	• Continuing Collective Worship following our values and planned Bible focus' has ensured our Christian distinctiveness is still celebrated. • Pupils involved in planning, leading and evaluating Collective Worship has encouraged leadership skills and engagement. • SIAMS Lead is confident in subject knowledge to disseminate training and support staff. • A sense of community has been fostered by Reverend Jon continuing to be involved in Collective Worship. • Pupils and staff felt able to somehow contribute towards helping those in more need than ourselves.	• RE Leader working with pupils to develop Prayer Spaces around school inside and out. • Familiarise ourselves with the recently published 'Guidance for Collective Worship' document to ensure we are at least compliant. • RE Leader and SIAMS Governor lead SIAMS training for staff and Governors. • SIAMS leader to continue to ensure our website is fully reflective of our practice. • Space Makers training for SIAMS Leader - visit practicing school. • Explore global links.
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LEADERSHIP AND MANAGEMENT

Implementation: What have we accomplished since last report?	Impact: How has this made improvement?	Intention: What are our next steps?
LEADERSHIP		
- Implemented staffing structure for September – support for pupils across the school. - Subject Leaders created HUGG (action plan) for 2024-25 to feed into SDP. - Subject Leaders continuing to utilise Subject Leader Audit to guide their ongoing leadership work. - Begun training for Attachment Aware Schools Award – Bronze. - All staff to continue to access the National College for CPD appropriate to their role. - Walkthrus – 3 year project focusing on The Holy Trinity Way (Consistent pedagogy in teaching and learning). - Ongoing development of subject leaders to ensure every subject is well-led and managed. - Safeguarding is well managed and DSLs are all able to respond to needs as they arise. - Review and coaching of teaching techniques identified as part of CPD. - Head commenced discussions with St George's Ascot to launch a re-design of Holy Trinity's logo. <u>Governance</u> - Support for Leadership Team through the re-structure and deficit situation. - Support for Leadership team in various challenging issues. - Clear succession planning in place. - Continued to plan Governor visits linked to SDP and actions from previous visits. - Continued to attend training. - Exploring the options of academisation.	- Staff supported and developed in their roles (see CPD record). - School Leaders accessible to all staff for support. - Curriculum at Holy Trinity is well planned and sequenced and leadership roles are distributed. - Performance Appraisal ensures focus for all on SDP foci and personal development. - SEF provides leaders and Governors with clear picture of how Holy Trinity is currently performing. - Teaching strategies are becoming more consistent through WalkThrus CPD enabling teachers and TAs to further build strategies and techniques to address identified needs. Team coaching provides collaborative development. <u>Governance</u> - Governors have detailed understanding of how Holy Trinity Curriculum is implemented with consistency and why curriculum choices have been made by the Leadership Team. - Governor training has continued virtually/in person to ensure all governors are fulfilling their roles. - Governor visits linked to SDP and actions from previous visits are on-going monitoring and challenge. - Headteacher feels fully supported by Governing Board to deliver SDP and fulfil responsibilities.	- Heads Team use data to create SDP. Include Teaching and Learning pedagogy techniques. - Plan Attachment Aware project using audit and soft data; share with staff and Governors. Plan training as necessary. - Continue to plan time to coach all teachers in their teaching and learning practice to ensure consistency: 'The Holy Trinity Way' - Continue to forge networks in RBWM for all subject leaders to support their role and for CPD. - Continued to seek and provide high-quality CPD for subject leaders. - Continue to plan with St George's on re-design on logo – students to enter competition and Holy Trinity pupils to vote for winning design to become our new logo. <u>Governance</u> - To revisit our vision - Continue to explore the options of academisation. - Governors' visits to link to SDP. - Succession planning for Governor roles.

On-going Governor Visits linked to SDP.		
FINANCE		
- Deficit budget predicted. Various documents submitted in regard to applying for a licensed deficit. - Financial audit (SMRA) - independent analysis and advice. - Staffing re-structure with HR advice – process followed and 3 support staff volunteered redundancy. 3-year budget submitted to LA. - Appropriate spending of Recovery Premium last academic year. NO FURTHER FUNDING STREAM. - Boiler replaced. - Teacher pay rise (5.5%) agreed: 2% funded. - Staff laptops replaced on rental 3 year contract. - Governors communicated plan with parents re funding of extra-curricular activities going forward.	- Budget reflects reduction in pupil numbers and plans for it accordingly. - Classroom technology fit for purpose. - Building is a fit for purpose, inviting and safe. - Budget and financial planning audited independently for quality control purposes.	- Decarbonisation working party to agree actions – additional grant of £15,956 to be used for this purpose (window repair/replacement). Liaise with Diocese. - Explore financial implications of becoming an academy. - Explore costs/funding for hall refurbishments. 99-year land lease to be extended – conversations with St John's college and diocese. Awaiting quote from estate agents. - Explored cost of replacing flooring in KS2 classrooms, corridors and hall. Consider for future. - Ensure any outstanding actions on Fire Health and Safety action plan from LA have been actioned in a timely manner. - F&R to closely monitor budget. - Suggested activities from financial audit to be considered. - PTA agreed to fund refurbishment of library to include books and furniture. - Quotes for internet and Wi-Fi upgrade and subsequent work undertaken.
SAFEGUARDING (See also Annual Safeguarding Report to Governors)		
- Annual review of Safeguarding and Child Protection Policy. - All staff undertaken Annual Safeguarding training via The National College Online. - All staff and Governors read KCSIE 24. - All staff sign Acceptable Use Policy and are clear on responsibilities regarding monitoring Governors visit to monitor use of SCR, filtering and monitoring and advise. - Annual Safeguarding Audit to LA submitted and shared with safeguarding Governors. - How to safeguard your children online weekly Top	- Online record keeping has streamlined procedures and improved communications. - SCR full and up to date. - Induction Folder comprehensive and effective for new staff members. - All actions from last year's Safeguarding Audit are completed. - Pupils that need support are identified by robust internal processes and appropriate support is sought. - As result of KCSIE quiz, ensure all staff aware of how to report a low-level concern. Concerns are acted on appropriately in a timely manner.	- Receive half termly monitoring of online activity report – include in new managed service contract. - Safer recruitment training to be renewed for DSLs. - Ensure all DBS for staff are within 5 years. Renew on rolling basis.

Tips shared with parents via the newsletter. • All safeguarding documents passed on to new schools securely. • DSLs have continued to work closely with social care to support families in need. • Low Level Concerns reporting procedure in place. • DSLs attended RBWM network training and DfE webinars. • Filtering and Monitoring risk assessment and annual review introduced.		
STAFF		
• Staffing structure and responsibility for September 2024 are in place and in line with budget. • Continued to provide CDP (internal and external) for subject leaders. • Teacher's Performance Appraisal taken place. • Lunchtime supervisor recruited to team. • Staff survey sent out.	• We retain high quality teaching staff across the school. • Performance Appraisal for teachers (including wellbeing) focusing on SDP priorities. • CDP has been focused on SDP and identified development from Performance Appraisal meetings.	• Focus on staff wellbeing as a result of the re-structure. • Continue to promote National College online as source of quality CPD. • Evaluate staff survey with a view to including any suggestions.
STAFF WELLBEING		
• Staff wellbeing has been adversely impacted by the need for redundancies and subsequent support staff re-structuring. • New staff laptops have been provided as this was a cause of stress & frustration. • Staff wellbeing added to Governor Visit Report as an opportunity to share concerns or suggestions. • Staff survey to gain views on changes since September. • Staff Wellbeing Policy reviewed and shared with staff. • Ensured pupil workbooks were ordered in plenty of time before the end of the year so that they could be labelled and ready to go in September (raised on staff survey).	• Staff know how to access support if needed. • Performance Appraisal discussions are an opportunity for staff to share any concerns about wellbeing. Mental First Aiders on staff team to support if need identified too. • Teacher workload survey has provided an opportunity for teachers to highlight any issues – feel their wellbeing is important to leaders. And changes made as a result.	• Investigate any suggestions made on staff survey to alleviate current stress and workload. • SMHL to follow on actions resulting from staff mental health survey. • Continue to look for ways to reduce workload and more efficient practices. • Organise staff social events.

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Reports from Assistant Headteachers

Stacey Harding

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

Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
- New PTA in place. - Meetings attended – preparation for Christmas Fair - Installation date for all-weather track	- Community feel to events – school community. - Money raised will be spent on projects and resources needed decided upon by school staff.	- Continue to attend meetings and liaise with PTA on future fundraising events and projects. - Funds to be used for revamp of library.
- TA meetings - Individual conversations with TAs about concerns / staffing etc. Support given.	- TA meetings held – cement team following redundancies. - TAs updated on relevant information including safeguarding and Walk-thrus. - TAs given opportunity to voice ideas/ concerns. - Individual conversations allow confidential matters to be discussed	- Continue to maintain and further build positive relationships, making sure all staff feel valued and ensuring high staff morale. - This is especially important as there have been changes to roles and workload following redundancies.
Summer data input and analysed.	- Analysis allows groups to be identified for intervention. - Analysis allows for trends to be identified and targets set.	- Consider the usefulness of EYFS data on the same sheet as KS1 and KS2 data. - Decide on what is manageable for staff with regards to using the online tool following NTS assessments.
- Eco-committee elections and first meeting held. - Liaised with parent about gardening club, which this year is separate from Eco Committee. - Eco Committee website page and display updated.	- Pupils more aware of environment around them / sustainability ideas – growing their own food. - Stakeholder – parent / school links	Continue with Eco Committee and link with Gardening Club.
- Summer Pupil voice – feedback received on TWS books – overall very positive. - Decision taken to reduce TWS units in Y3-5 to 5 per year to allow more time for independent writing and the weekly spelling sessions. - English planning overview reviewed in light of	- Continue to keep reading profile high in school, ensuring pupils are enjoying the high quality texts being used as stimuli for English lessons. - More independent writing opportunities should provide pupils with more opportunities to apply skills taught. - Professional discussion / sharing of good practice. Keep up-to-date with new initiatives.	- Monitoring of books. - Monitor independent writing being done through TWS units. - Ensure there is diversity in book choices in the high quality texts in each year group.

movement of history / geography topics. English subject leader meeting attended – RBWM		
- Parent volunteer found to run the library on Monday lunchtimes to allow KS1 pupils to sign out book but also to keep it working well. - Y6 librarians also helping during Monday lunchtimes.	- Reading for pleasure - Relationship between older and younger pupils	- Continue to improve the library space – make it more inviting. - Ensure all KS2 classes have a library slot. - Meet with librarians to discuss their role. - Look at providing a greater range of diverse books – set up an Amazon wish list specifically to boost the diverse books available and share with parents if they wish to donate a book to the library.
Summer Term – - Y5 Sports Day at St. George's - School Games Mark application – Gold achieved! - Years 5 & 6 Athletics competition at Charters - KS2 house Rounders competition in summer term. - Pupil voice questionnaire – mainly positive around P.E. lessons but would like a wider range of sports / activities and obvious progression of skills. Autumn Term – - Run netball club – boys from previous year continue to attend - Netball club – families charged small amount for attendance - Girls and Boys Years 5 & 6 football trials - Y5 & 6 Boys football tournament at Braywick attended - Y5 & 6 Girls football tournament at Braywick attended - Get Set 4 PE purchased as a SOW for P.E. - Revised PE Curriculum Map devised and emailed to staff. - Started to rewrite Curriculum Document in light of new SOW. - Met with House and Vice Captains to set up Sporting Challenge for lunchtimes.	- Gives year 6 pupils leadership practice ahead of joining secondary school where they may choose to follow sport leadership pathways. - Builds relationships between younger and older pupils. - Gives pupils experience of competitive sport against other schools. - Forming and maintaining relationships with staff at other schools – useful contacts. - Matches/ tournaments reported on weekly newsletter. - SOW provides support for less confident staff, access to resources for a wider range of sports, ensures progression of knowledge and skills. Feedback from staff so far has been very positive. - Provides year 6 pupils with leadership practice and pupils in Y1-Y6 basic competitive sport. - All the above help raise profile of P.E. and competitive sport within school, encouraging healthy lifestyles – physical and mental.	- Continue to liaise with staff at different schools to arrange inter-school fixtures and competitions for different year groups. - Continue to liaise with office staff and outside agencies concerning extra-curricular sports clubs. - Continue to monitor attendance at sports clubs. - Complete rewrite of Curriculum Document. - Organise years 3 & 4 inter-house football competition at the end of the autumn term – to be run by House and Vice Captains.
End of year statement for tutoring completed.	Funding return statement accepted by DfE – no further action.	Government funding for this is no longer available.

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• DDSL work as and when – access CPOMS.	• Keeping children happy and safe. • Liaising with other DSLs/DDSLs .	• This will continue.
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Mrs Carmel Barnes		
Key responsibilities: • SIAMS • RE • Collective Worship • Mental Health Lead • Safeguarding & Child Protection (DSL) • Performance Appraisal • MFL and Art		
Implementation What have I accomplished since the last report?	Impact How has this made an improvement?	Intention What are my next steps?
• SIAMS focus: Governor Day organised 14th November 2024 to review action from visit with Marion Standing (Diocesan Advisor) to find out how effectively a shared understanding of a distinctive Christian vision has been established and how this enables both pupils and adults to flourish • Invited Marion Standing to lead CW and introduce the Church's calendar wheel to the class. • RE policy ratified in July Governor Meeting. • Establish new knowledge organisers for RE for the new Worldview units for each year group. • Organised Christmas Carols 2024 at Lynwood House. • Spiritual Leaders meetings to discuss year ahead and goals they want to achieve. Very successful Harvest Service with Year 6 children participating in sorting the foods for the food bank. • Charitable Links for global focus. Two opportunities in India – to discuss with Staff. • Updated Collective Worship Board to promote Spiritual Leaders presence. • Performance Appraisal of Teachers completed. • Continue to support families experiencing difficulties through DSL role. • Attended Governor Meetings.	• To develop a shared understanding of a distinctive Christian Vision. • Knowledge Organisers to aid retrieval of essential knowledge for the updated balanced RE scheme of work to encourage child's own thinking about their beliefs. • Our Church School tab on the website to increase the profile and provide easy access for external observers to see our Holy Trinity way. • Improving community links with Lynwood Care Home as part of our living our vision. • Global charitable presence in India – linked to a member of our community. • Staff feel well supported and valued and know that Leadership team take their wellbeing seriously.	• Continue 'Walkthru' coaching of my squad to embed the Holy Trinity Pedagogy Way. • SIAMS SEF to be completed over the 2024_2025 with all stakeholders' voice. • Invite Diocesan Advisor (Marian Standing) to give an assembly on the Church Wheel. • Develop a shared understanding of what spirituality is at Holy Trinity so that everyone has a shared language to speak about this impact of their lives. • SIAMS website upgrade for more notable presence online – continue with IQ statements. • Charity – global. To review opportunity in India. • Continue to celebrate and display children's learning in RE. • Spiritual Leaders to continue to give opportunities to lead CW.

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SEND Report (See separate SEND Annual Report)

Statistical Data

Number on roll - 209

Below is a chart showing the number of pupils for week ending – 8/11/2024

Year Group	Number on roll	Boys	Girls
Reception	30	20	10
Year 1	25	14	11
Year 2	31	15	16
Year 3	31	17	14
Year 4	31	16	15
Year 5	30	13	17
Year 6	31	18	13
TOTAL	209	113	96

First Language

Albanian	Bengali	English	Greek	Gujarati	Latvian	Polish	Urdu	Refused		
1 (0.47%)	2 (0.95%)	198 (94.7%)	1 (0.47%)	1 (0.47%)	1 (0.47%)	2 (0.95%)	1 (0.47%)	2 (0.95%)		

Ethnicity

Bangladeshi	Black & any other Ethnic Group	Filipino	Indian	Other Asian	Other Ethnic Group	Other Mixed Background	Other Pakistani	Other White British
2 (0.95%)	1 (0.47%)	1 (0.47%)	14 (6.7%)	1 (0.47%)	1 (0.47%)	4 (1.9%)	2 (0.95%)	8 (3.82%)
Pakistani	Sri Lankan Sinhalese	White British	White English	White Irish	White & Any Other Asian Background	White and any other Ethnic Group	White & Asian	
1 (0.47%)	1 (0.47%)	11 (5.26%)	128 (61.24%)	3 (1.43%)	4 (1.9%)	4 (1.9%)	1 (0.47%)	
White & Black African	White & Black Caribbean	White & Chinese	White & Indian	White Eastern European	White European	White Western European	Refused	
1 (0.47%)	2 (0.95%)	3 (1.43%)	4 (1.9%)	1 (0.47%)	5 (2.4%)	4 (1.9%)	2 (0.95%)	

Religion

Anglican/ Church of England	Buddhist	Christian	Hindu	Methodist	Muslim	No Religion	Other Religion
52 (24.88%)	1 (0.47%)	42 (20.1%)	8 (3.82%)	1 (0.47%)	9 (4.3%)	57 (27.27%)	3 (1.43%)
Refused	Roman Catholic	Sikh					
9 (4.3%)	18 (8.61%)	9 (4.3%)					

Special Educational Needs & Disabilities

Pupil Premium

Term	SEN Support	EHCP	Year	Ever 6 pupil number FSM pupil number	LAC/PLAC/ SC	Pupil Premium pupils total
Autumn 2024	22	1	Autumn 2024	13	4	17

Attendance

Attendance		Target 2024-24: 97%	
Whole School End of Year	Pupil Attendance %	Pupil Attendance % 01/09/23 – 25/10/24	
		Class	
Sept 2012 – July 2013	95.7%	EYFS	97.07%
Sept 2013 – July 2014	96.6%	Year 1	97.59%
Sept 2014 – July 2015	96.8%	Year 2	97.46%
Sept 2015 – July 2016	97.1%	Year 3	97.33%
Sept 2016 – July 2017	96.9%	Year 4	96.94%
Sept 2017 – July 2018	96.6%	Year 5	94.96%
Sept 2018 – July 2019	96.5%	Year 6	95.54%
Sept 2019 – July 2020	95.3%	TOTAL (Whole School)	96.67%
Sept 2020 – July 2021	96.7%		
Sept 2021 – July 2022	94.09%		
Sept 2022 – July 2023	96%		
Sept 2023 – July 2024	96.28%		

Staff CPD training

Autumn Term 2024			
Date	Staff	Course/training	Lead/provider
September 24	All staff	National College Annual Safeguarding Training	National College
September 24	1 x TA + 1 x class teacher	Makaton	Makaton online
12/09/24	Headteacher	Performance, Resilience and Support (PRS)	ODBE
19/09/24	Pupil Premium Lead	Pupil Premium Network	AfC
25/09/24	Headteacher	Heads Together – maths across the school	AfC
25/09/24	English, Maths and Science Leaders	Subject Leader Network Meetings	AfC
26/09/24	Designated Teacher	Designated Teacher Conference	AfC
02/10/24	Headteacher	Attachment Aware School Bronze Award launch	AfC
09/10/24	Bursar	Bursar Support	AfC
17/10/24	Designated Teacher	Designated Teacher Network	AfC
18/10/24	Headteacher	Education Leadership Forum (ELF)	AfC
05/11/24	Designated Teacher	Designated Teacher Network	AfC
18/11/24	DSLs	DSL Network Meeting	AfC
23/10/24	Headteacher	Safer Recruitment	National College
24/10/24	Headteacher	Coaching session 1 with EP for Attachment Aware School Award	AfC

Record of Governor Training/Courses Attended 2023-24

Date	Governor	Course/Training	Lead/Location
Autumn 2024			
12/09/24	Carol Elsasser	RBWM Clerk Briefing	AfC
18/09/24	Aileen Boaler	Safeguarding – The Governors Role	AfC

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Staffing

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

Staff Absence	Current year to date	Full Year 2023-2024	Full Year 2022-2023	Full Year 2021-2022	Full Year 2020-2021	Sept - March 2019-2020	Full year 2018-2019	Full Year 2017-18	Full Year 2016-2017	Full year 2015-2016
Teachers (8.9)	14	58.5	25 (+64 long term absence)	138 + 38 long term absence	54	22.5	60	28	43	8
Teaching Assistants (6.8)	10	87	87 (+ 103 long term absence)	189 + 31 long term absence	243.5	72	156.5	74	53	91.5
Non-teaching (3)	0	2	4	19	91	1	4.5	6	18	37
TOTAL	24 days	147.5 days	283 days (116 days without long term absence)	415 days (346 days without long term absences)	388.5 days	95.5 days	221 days	108 days	114 days	136.5 days

Behaviour and Incident reporting (since the last report)

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

Health and Safety & GDPR

- Heating system replaced.
- 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?
18/09/24	Jon Hutchinson & Aileen Boaler <i>Safeguarding Governors</i>	Safeguarding	Jo Griffith DSL	- Safeguarding audit shared - SCR check complete - Filtering & Monitoring Action Plan	Filtering discussed in F&R

Policies reviewed this term:

Standards and Curriculum Committee
Accessibility and Disability Policy
Looked After and Previously Looked After Children Policy
Managing Allegations Against Other Pupils Policy
Prevent Policy
SEND Information Report
Teaching, Learning and Curriculum Policy
Finance and Resources Committee
Early Careers Teachers Policy
Whistleblowing Policy
Equality Policy
Accident and Incident Policy
Volunteers Into School Policy
Visitors Into School Policy
Sports Premium Statement
Full Governing Board
Pupil Premium Statement 2024
SEND Policy
Equality Objectives

Conclusion

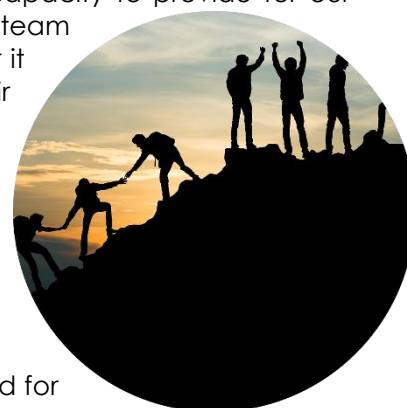
We have started this academic year in the knowledge that Ofsted will not come knocking this year – this is a relief to all staff. However, the restructure of support staff and reduction in hours has made this term a challenge. So whilst our deficit has been reduced, our capacity to provide for our children has also been reduced. But through all this has shone the true team that we are blessed to have at Holy Trinity; everyone doing whatever it takes to make things happen! So I'd like to thank the team for their consideration and willingness to do whatever it takes.

Our whole school focus on working towards achieving Bronze Attachment Aware School Award is an exciting prospect. Our aim is to always provide the safe space that children need and our training and development in this area will benefit all of our children I'm sure.

Thank you, as ever, to the staff who have contributed to this report and for the on-going, unwavering support of the Governing Board.

Jo Griffith

Mrs Jo Griffith
Headteacher



GLOSSARY

AfC	Achieving for Children
AfL	Assessment for Learning
APS	Average Point Score
ARE	Age Related Expectations
ASC	Autistic Spectrum Continuum
AWSA	Attachment Aware School Award
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
DDSL	Deputy Designated Safeguarding Lead
DT	Design and Technology
DT	Designated Teacher for LAC and PLAC
EAL	English as an Additional Language
ECF	Early Career Framework
ECT	Early Career Teacher
EHCP	Education Health Care Plan (produced by RBWM)
EIA	Education Improvement Adviser
ELG	Early Learning Goals
ELKLAN	Speech and language training
ELS	Essential Letters and Sounds (Phonics scheme)
ELSA	Emotional Literacy Support Assistant
EMAG	The Ethnic Minorities Advocacy Group
ERSA	Emotionally Related School Avoidance
Ever 6	Those who continue to attract PPF who have been on FSM in the past
EYFS	Early Years Foundation Stage (Reception Year)
FGB	Full Governing Board
FFT	Fischer Family Trust (data)
FPN	Fixed Penalty Notice (fines for term time absence)
FSM	Free School Meals
GDPR	General Data Protection Regulations
GDS	Greater Depth Standard
GLD	Good Level of Development (pupils have met 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
LAC	Looked After Children
LADO	Local Authority Designated Officer
MAKATON	British sign language
MASH	Multi Agency Safeguarding Hub
MFL	Modern Foreign Language
MTC	Multiplication Tables Check
NELI	Nuffield Early Language Intervention
NC	National Curriculum 2014

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NOS	National Online Safety
NNEB	Nursery Nurse Examination Board (qualification)
NPQH	National Professional Qualification for Headship
NPQSL	National Professional Qualification for Senior Leaders
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
P4C	Philosophy for Children
PE	Physical Education
PLAC	Previously Looked After Children (adopted)
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