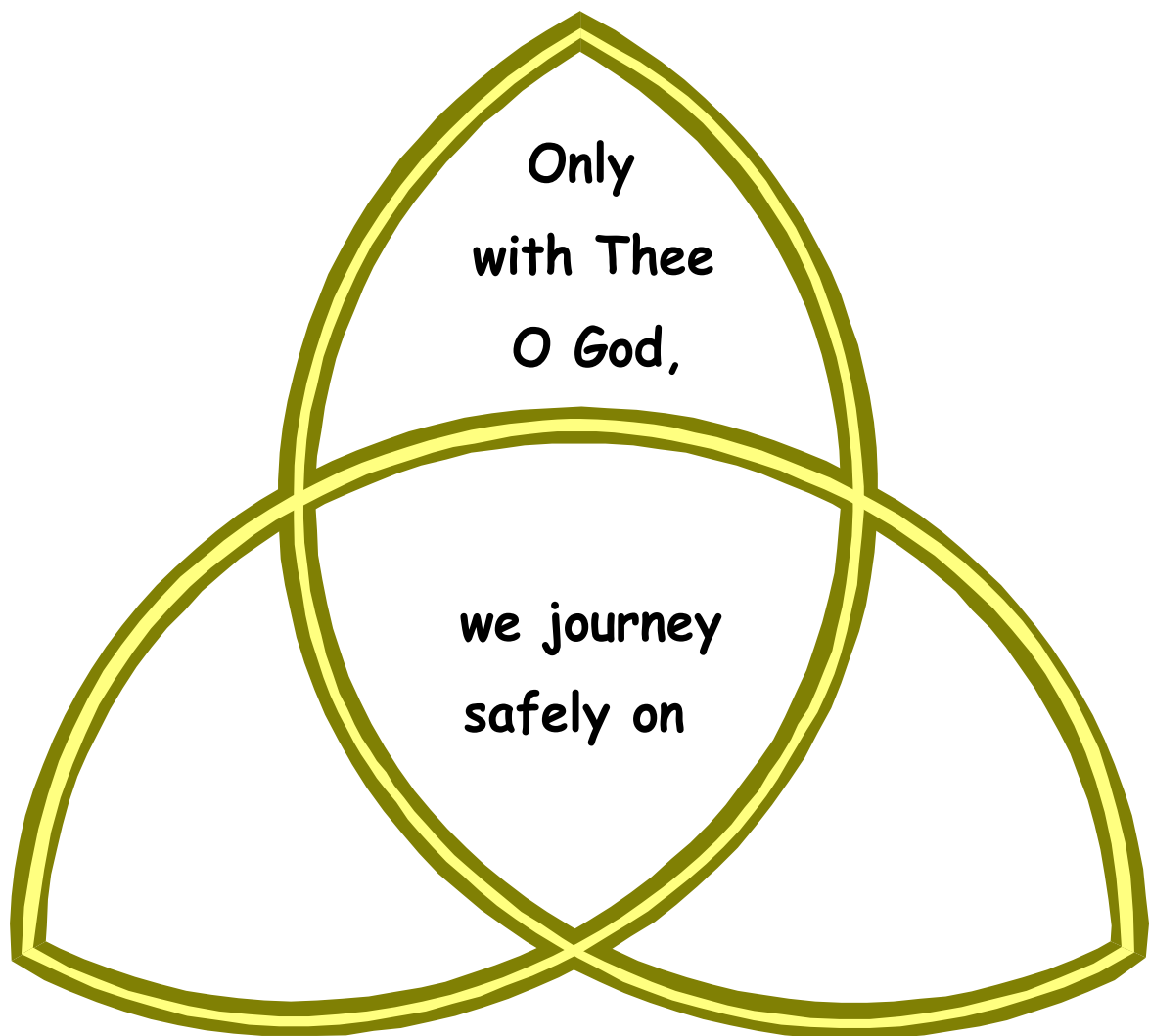


HOLY TRINITY
C of E
JUNIOR SCHOOL

www.holytrinityjuniorwallington.com



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'Wanting the best for every child'

Dear Parents and Carers,

Welcome to Holy Trinity Church of England Junior School! I hope that you find the information in this prospectus helpful and interesting.

As your child is about to join us (or you are considering your child joining us), we welcome you and your child to Holy Trinity. We hope that s/he will be happy with us, and we will be doing our best to help your child to make a successful transition. We want the best for your child and look forward to working with you to achieve this. Holy Trinity is a 'good school where pupils make good progress to achieve above average standards' (Ofsted 2014), where children are expected to work hard, behave well, care about each other and their community. We are constantly reviewing our practice and seeking to be outstanding.

We look forward to welcoming you and your child.

Yours sincerely,

*Mrs Shirley Gruffydd
Headteacher*

Mission Statement

Holy Trinity is a Church of England Junior School with its ethos and teaching founded on Christian values and the belief that individuals are created by God and precious in His sight. Our mission statement is simply

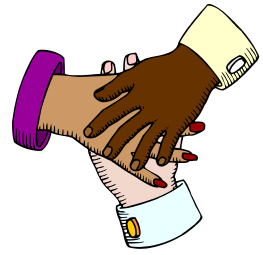
'wanting the best for each member of the school – within a Christian environment, gladly working in partnership with each other, with home, church and the community – led by the hand of God'.

Equal Opportunity Statement

Church of England Archbishop's Council May 2014

"The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God."

Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos.



We regard all people as equal in the sight of God. All members of the school community are accepted as individuals and are valued equally. Gender, race, ethnicity, age, social class, special educational needs, disability and other protected characteristics are all covered by our policy. We consider that equality of opportunity is essential for pupils and all members of staff to reach their full potential. We not only try to promote equal opportunities but also work to eliminate stereotyping and discrimination.

We aim for equality of opportunity in:

- The organisation of the school
- The context in which education takes place
- The relationship between pupils, staff, parents and outside agencies.

We have an equalities action plan and an access plan, which means that we review access with each new intake to ensure needs are met e.g. we have the facility of a hearing system for a classroom should anyone need it. Our equality aims are published on our website and are embedded in all school policies.

Aims ... the rationale for all that we do

- To create a happy school in which pupils work hard and learn well, within a Christian environment
- To foster Christian standards and values in every aspect of education
- To develop in children a sense of awe and wonder at the world around them
- To help children to become caring and responsible citizens who have positive attitudes towards the wellbeing of themselves and others
- To respect the dignity and cultural inheritance of each child
- To provide equal opportunities regardless of race, gender, class, ability or other protected characteristic
- To see all children as individuals and help them achieve their full potential
- To develop in children respect for other people and their surroundings
- To create a secure, purposeful and stimulating environment for personal and academic development
- To enable children to achieve their potential and provide opportunities appropriate to each child's needs
- To celebrate self-esteem and build up confidence by reacting positively to children and their work
- To equip children to become independent learners and develop skills to make informed decisions
- To promote constructive relationships between governors, staff, parents and the church and wider community
- To actively encourage parental involvement, perspectives, assistance and partnership

History and Organisation

Holy Trinity Church of England Junior School has served the parish of Wallington since 1826 when the first school for boys was founded and stood in Wrights' Row near Wallington Green. The present building in Bute Road was opened in 1896 (120 years ago) with infants, boys and girls under separate Head teachers. In 1956, the school became an all through primary with 264 children until 1961 when the infants went to Beddington and juniors went to Holy Trinity.

Holy Trinity is a Voluntary Aided Church of England Junior School where the Christian ethos is part of all we do, and where the children, their families and backgrounds are welcomed, valued and respected.

We have close links with Holy Trinity, St. Patrick's and Springfield Churches. The Churches provide the majority of our Foundation governors as well as a percentage of the maintenance costs. Clergy and Christian workers regularly lead our Collective Act of Worship and sometimes contribute to RE lessons. Some of our school services are held in Church, when families and friends are always welcome.

There are twelve classes of 30 children allocated according to age, from Year 3 to Year 6. Most of our pupils transfer from Beddington Infants School.

There is a playground with a field, which we use as often as possible. We also have an award winning garden, which is used every day. This was developed with plans by the whole school, led by our Eco Council and School Council and every year group has a plot with a theme. (There were three mobile classrooms on that site which were finally pulled down in October 2010).

As you look at the outside of Holy Trinity, the brickwork tells its own story and there have been several extensions to what began as a Victorian building.

Building work to replace the three mobile classrooms, giving us an ICT suite and two other refurbished classrooms began in September 2009 and ended in November 2010, resulting in three completely new classrooms which house Year 6, an air conditioned ICT suite, whole school internet access, and two refurbished and extended classrooms. We were delighted with this work which gave the school a new lease of life. Outdoors, getting rid of the mobiles meant that we have an outdoor wooden classroom or gazebo, extended garden and with new large scale play equipment in August 2011, the children love their play environment. In 2012/13 we renewed our website, the playground was resurfaced, four more classrooms and the main office were redecorated and the school library had an overhaul. In 2016 we were able to renew the entire year 5 and 6 toilets and hope to do the same in the Year 3 and 4 toilets next summer. We are always researching, listening and seeking to improve. Our last 2 SIAMs (Church of England inspections) have been categorised as Outstanding and our last 3 Ofsted inspections have been categorised as Good. We always seek to work in partnership with families. We continue to work towards being an Outstanding school, with ever higher expectations.

The Governors

The Governors are responsible as a body, for the effective strategic leadership of the school; they appoint key staff, monitor and evaluate the running of the school and the implementation and impact of the policies. There is one Parent Governor but an opportunity for two. All governors can be contacted through the school.

The Leadership Structure

The Head teacher leads and manages the school on behalf of the Governing body, assisted by other members of the leadership team, which includes the Deputy Head and other senior leaders who, if both head and deputy are off site, are in charge.



Most recent inspection - Ofsted: "Good with Excellent features"

The school was last inspected by the Office for Standards in Education (OFSTED) in March 2014. We were delighted with the report, which said that the school is good: 'children achieve well, make good progress, teaching is good and pupils treat each other, the adults who help them, and school property with respect'. We value our entire curriculum and monitor our curriculum and standards rigorously, continually working to raise standards. You can download the report from our website: www.holytrinityjuniorwallington.com or ask for a copy at our school office.

Most recent inspection - Church of England: "Outstanding"

The school was last inspected by the Diocese in April 2016. For this we received the outcome of 'outstanding' overall. You can download the report from our website: www.holytrinityjuniorwallington.com or ask for a copy at our school office.

Admission Arrangements

You are encouraged to visit the school before applying for a place for your child in order to help you make the right choice for your child. To facilitate this we hold an open morning each year in the autumn term, usually in November since applications to the borough are due by the 15th of January 2017. Please telephone to let us know if you would like to come or make an appointment to see the school at another time. The Admissions procedure is on pages 29-34.

Home School Partnership

We believe in working together so that your child is happy and can be successful at school.

Once your child has been offered a place in Year 3, you will be invited to meet the Head and Year 3 teachers in July, to hear more about the



school and the things you need to know to help your child settle in to the school in the first few weeks. After your child has been at school for 2-3 weeks you are invited to an information evening where you will be able to go in to your child's class, sit in their seat and learn about their day.

First Day in School - the official 'admission' date.

The Internet E Safety Policy and Home School Agreement will be sent in July, to be returned on the first day in September, with emergency contact and medical forms. These are really important in case we need to contact you on the child's day of entry. The Home School Agreement sets out what we aim to offer and how we hope that you and your child will support us. If there is any legal paperwork regarding your child's circumstances, such as parental access, please make sure that we have a copy of it so that we can safeguard your child.

Your child will do well at school if you:

- Encourage a love of learning.
- Encourage friendships and co-operative behaviour.
- Encourage independence.
- Encourage resilience and responsibility.
- Teach good manners, including please, thank you, excuse me and sorry.
- Discuss things with your child and take an interest in what they are doing.
- Make sure your child has time to play, be with friends and develop their own interests.
- Share books with them and take them to the library to share interests
- Help with homework (but don't do it for them) and put schoolwork before tutor work.
- Make sure your child is well rested and fed, ready for school each day.
- Monitor and limit TV, DVD viewing and use of technology.
- Monitor use of the internet vigilantly and teach your child how to stay safe
- Are positive about your child's efforts and achievements, however small.
- Don't compare your child with other children, especially brothers and sisters. Every child is unique with individual talents and skills.
- Come and talk to us if you have questions or concerns.

Parents and carers' meetings are held in the autumn and spring terms. In September, staff in each year group hold an information evening to explain how they teach the curriculum, what the timetable includes and special events. The meetings are held in the early evening, ***the novelty is that children bring their parent or carer to school***, to their classroom and the parent has a Maths and English lesson with their class or set teacher! At the information evenings each class or set teacher will make it clear how you can support at home in ways that will really make a difference to your child's progress. In November when teachers have done their first assessment of the children's progress, parents and carers are invited to meet teachers for 1-1 discussion; this is repeated just before the spring half term after the second set of assessments. If we have any concerns about your child's progress we will contact you through the year to enlist your support with suggestions that will make a difference to your child's progress. In the summer term, we send you a detailed annual report and we have an open evening when you



can look around the school and see a display of the children's work. It is important to attend these meetings and we seek to have **100% attendance** by parents and carers.

Home learning in the Home/School partnership

Learning at home is a really important part of the home school partnership. There is an overview for each term of what will be set for the children, which is shown on our website, along with guidance for parents and carers regarding how best to support their child with homework.

At Holy Trinity we praise and encourage children for successful completion of their learning at home, as it really does support their progress. We support with providing learning that is within each group's age related expectation. Children are rewarded for their efforts and enjoy seeing themselves make progress. We support with a homework club two evenings per week after school.

Current methods

We provide parents and carers with information about how we teach Maths, especially how we teach addition, subtraction, multiplication and division, so that children have a consistent message. This helps to avoid confusion.

We give each child in Year 3 a time's table's card for which they are awarded bronze, silver and gold stickers as they progress through learning their tables. Working hard on tables and number bonds gives the children a great foundation for their calculations. These need to be secure to build number sense.

We also provide parents and carers with an explanation of how we teach reading and writing. At the information evenings in September, and after that on the website, we give lots of ideas for how parents and carers can support their children at home.

When school, staff and parents and carers support the children together, the outcomes are most successful for the child.

Staying in touch

The school gate opens at 8.40a.m. The Headteacher (or other senior leader) is at the gate to welcome the children in the morning at 8.40am and the deputy head is at the gate to see the children depart at 3.25pm. When there is a concern about a child, the class teacher is always the first port of call. Teachers collect the children from the playground in the morning and bring them to the playground in the afternoon. This is an excellent opportunity to deal with quick queries or pass on information. If there is something that you would like to discuss at greater length, then staff will be happy to agree a mutually suitable time. It is best to deal with issues as they arise.

The weekly newsletter is published every Friday on the website. Here you will find reports on all sorts of events happening in school, updates on how the school is developing, community news, dates of class assemblies etc. It is important to make sure that you read it. **The website is also where we will post messages should there be extreme weather or an exceptional closure.** We also have an electronic system called 'Call Parents' which enables us

to text and/or e mail you. *For this reason it is essential to keep the school up to date if your contact details change please.*

Our partnership with parents and carers is an important and valued aspect of our ethos. Whilst we hope that our July Open Evening will help you to get to know our school more, the aim at Holy Trinity is to give you the most practical information that you and your child will need to start the first few weeks.

In September, you will be invited to an information evening which will give you details about the content of the teaching in your child's year group, topic work, routines and systems, and enable you to have the opportunity to ask questions specific to the year. Important information is also to be found on our website www.holytrinityjuniorwallington.com.

We will try to be helpful at all times. Please feel welcome and feel free to ask questions at Holy Trinity.

Helping at School & Being Involved

We are keen for you to get involved in school if you have the time.

You can help:

- With reading, maths, gardening.... or anything else you can think of.
- Volunteering to run another club.
- By getting involved with PFOS (Parents & Friends of School) to raise money for the school. (We meet regularly throughout the year to discuss events etc. usually on the first Friday of the month at 9.00am - and all dates will be notified in the newsletter)
- By sharing your views, ideas and suggestions and taking part in questionnaires.
- By contacting us when you are pleased about things.
- By supporting special events like Harvest, class assemblies and charity events
- By reading and responding to newsletters.
- Accompanying swimming and other trips out and about

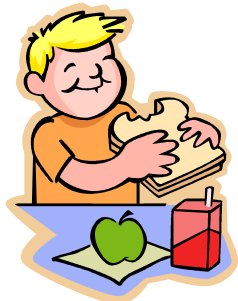
NB: When parents and carers are able to help in school on a regular basis, we will ask that they have a Disclosure Barring Service (DBS) check. This is in line with national Safeguarding advice. Similarly, we ask that when parents and carers accompany a group of children on a school trip, that they have a DBS check.

Parents and carers and Friends of the School (PFOS)

All parents and carers are automatically members of the PFOS and we hope that you will be actively involved. Whilst PFOS meet regularly to organise social and fundraising events, all parents and carers are invited to the AGM which is held early in the autumn term, and you will be very welcome to join the committee or share any new ideas. The school is very grateful for the work of the PFOS. Over the years thousands of pounds have been raised and spent on purchases ranging from playground structures to computers to extra library books. Recently there has been a pattern of giving every year group £1000 per year for a

school trip, which has been brilliant. In this way every child benefits. PFOS also fund Book Week, which funds visiting story tellers, poets and authors. The support given by Parents and Friends of School is not only financially significant but also an enormous encouragement and great fun!

Healthy Eating and Drinking



Children may bring a packed lunch, have a school dinner or go home for lunch. Meals are cooked on site are healthy and of a very high standard. Dinners can be paid for using our on-line system, ParentPay. To ensure that supplies are plenty, school dinners must be booked in advance, half a term in advance. Full details of how to pay will be given to parents as soon as the child is admitted to the school. Pupils who receive the Pupil Premium Grant (see below) may be entitled to a free school lunch. Even if your child only has school lunch occasionally this is worth applying for.

See below for the details.

For packed lunch we suggest that parents follow DFE guidance issued in 2014 when the food standard for schools were last revised.

"The UK government produced packed lunch guidance to support the implementation of school food standards for school lunches and ensure that all children benefit from eating quality food during the school day. The guidelines are:

One portion of fruit and one portion of vegetable or salad every day to be included in packed lunches

Meat, fish or another source of non-dairy protein should be included every day. Non dairy sources of protein include lentils, kidney beans, chickpeas, hummus, peanut butter and falafel

An oily fish, such as salmon, should be included at least once every three weeks

A starchy food, such as bread or pasta, rice, couscous, noodles, potatoes or other cereals, should be included every day

A dairy food, such as semi-skimmed or skimmed milk, cheese, yoghurt, fromage frais or custard should be included every day

Free, fresh drinking water should be available at all times

Include only water, still or sparkling, fruit juice, semi-skimmed or skimmed milk, yoghurt or milk drinks and smoothies

Snacks such as crisps should not be included. Instead, vegetables and fruit (with no added salt, sugar or fat).

Savoury crackers or breadsticks served with fruit, vegetables or dairy food are also a good choice

Confectionery such as chocolate bars, chocolate-coated biscuits and sweets should not be included. Cakes and biscuits are allowed but these should be part of a balanced meal

Meat products such as sausage rolls, individual pies, canned meat and sausages / chipolatas should be included only occasionally."

Thank you for your support in all these matters.

Nationally, a snack of fruit or vegetables is supplied free to every KS1 child daily. This is not the case at KS2.

Children are encouraged to bring a piece of fresh fruit for morning break and may bring a small bottle of water to drink during the day. Fruit is also available to buy every morning at play time. The school operates a debt recovery policy which is fully endorsed by the governing body. Holy Trinity Church of England Junior School supports the principle that money should be well managed so that the children benefit from the school's budget within the principles of equal opportunities. This encompasses the view that we work within a balanced budget and do not accrue any debt. This means that debt will be dealt with sensitively, but for the sake of the budget being shared equally in the school, debt to the school will be pursued. NB no nuts should be brought to school.

Pupil Premium grant

The Government gives money to schools to help children from lower income families do their very best. This money is called a 'Pupil Premium Grant'. **It is easy to apply.**

- ☺ If you receive any of the following you will qualify: Income Support, Income based Job Seeker's Allowance, Income related Employment Support Allowance, Child Tax Credit (but not Working Tax Credit), Support under part VI of the immigration and Asylum Act 1999 or you receive the guarantee credit element of Pension Credit.
- ☺ Register online or by phone - Please ask at the office; call 0208 770 6963 or go on-line www.sutton.gov.uk/freeschoolmeals,
- ☺ Details are checked - confidentially
- ☺ School gets **£1,320** to support your child and your child may have school dinners every day, some days or not at all if they prefer. This could save you up to £438 a year!

What does the school spend Pupil Premium Grant on?

- ☺ Full details of the spending are on our website. Our main focus is always high quality teaching and learning and most of the money is spent giving pupils extra help in areas they are struggling.
- ☺ However pupils also benefit in other ways for example: there are some free club places available and we may be able to help with the costs of trips and milk.

NB also available is the Pupil Premium Plus, which is available for pupils who have left local authority care due to adoption, a special guardianship order, a child arrangement order or a residence order, or for pupils recorded as "Ever 5", children of those in national service or in receipt. (School staff will be happy to explain all this if you think it pertains to you or your child).

Extended Schools

Staff, parent volunteers and other outside agencies run clubs after school and at lunchtime. We are always keen to hear from parents and carers who have the time and ideas to run clubs. Examples of clubs are: cricket (in season), netball, football, choir, film club, sewing club, Hip Hop dance, athletics, gardening, cross country running, tag rugby and art. Some clubs are seasonal and do not run throughout the whole year. Where possible, we try to ensure that clubs are available to year groups fairly and limited places are available free of charge on a rota basis to those attracting Pupil Premium Grant. To save paper, clubs are announced in assemblies and children collect letters from the appropriate person or the office, rather than sending out letters to the whole school. They are also put on the website. There is no charge made for any of these activities unless provided by outside specialists.

We offer tuition in guitar, clarinet and brass instruments, for which parents and carers pay teachers from Sutton Music Service. Children are withdrawn from lessons, playtime or assemblies for instrumental lessons. To enrol your child for any of these, first contact the

office thereafter it becomes a private arrangement between parents and carers and the peripatetic teacher. Some instruments are available for hire, via the borough for a very small fee.

After school there is an organisation called Fit For Sport which offers lot of activities and food as after school care. Children love it! Please go to their website to find out more.

Educational visits & visitors

We organise lots of trips every year and take advantage of any special deals or local initiatives. Staff arrange visits to places locally and further afield in connection with the curriculum. These visits are part of the children's learning and offer them valuable learning experiences. We ask for a voluntary contribution towards the cost of these trips.

We also have a wide variety of visitors to school such as theatre groups, musicians, history workshops, authors etc. for which we may ask a voluntary contribution, although much of these are funded by PFOS.

These events enhance the learning for pupils and the children love them. They especially love days when we bring history to life and dress up to become e.g. Ancient Greeks, Romans, Egyptians, Tudors, Victorians and World War II evacuees!

School Journey

In the summer term Year 6 children have the opportunity to go away for up to a week to a residential activity centre, where age appropriate activities and learning can take place. We encourage every child to attend as they have a great time and learn a lot about getting on with each other and being independent. School journeys take months to prepare and the children are well cared for and supervised at all times. Costs are reasonable, and the experience invaluable!



Governors' Fund and Charging

During the autumn Term you will receive a letter from the governors asking you for a voluntary contribution to the Governors Fund. The payment can be made using ParentPay and only the school business manager and one member of the office staff have any knowledge of who has contributed. The suggested current voluntary contribution requested is £30 per child / £50 per family.

We hope that all families make a contribution.

As a Church school the governors are required to pay 10% of any capital (building) improvement costs as well as part of the money going towards annual maintenance costs.

The governors reserve the right to charge for

- The board and lodging element of residential school trips

- The full cost of optional extras taking place outside school hours

We are sensitive to the needs of families and can help to some extent in cases of hardship. Where necessary parents and carers should apply to the office staff or Headteacher, in confidence.

Individual instrumental tuition and external After School Clubs set their own charges.

Special Educational Needs

We aim to identify, support and integrate all children with SEN to enable them to make maximum progress and reach their potential in a caring mainstream setting. Our policy is in line with the New SEN Code of practice 2014. Details of Holy Trinity's SEN provision can be seen on our website and on Sutton's Local offer. We assess and track the children carefully so we can identify and needs and intervene as early as possible. Children with SEN have Individual Education Plans (IEPs) written in consultation with parents and carers and reviewed three times a year in line with the code of practice. These set out and assess progress towards targets. We support the children with experienced teachers and support staff who work with children 1:1, in class and in small groups all of which are carefully assessed and reviewed.

Where necessary and the children meet criteria we work closely with outside agencies to facilitate the best possible provision. At Holy Trinity we also recognise that social, emotional and behavioural issues are important and provide support in social skills and we have a trained ELSA (Emotional Literacy Support Assistant) who is supervised by the Educational Psychology service. The ELSA will work 1:1 with a child over about 6 weeks on a specific target that has been identified. The work is child led and practical.

At Holy Trinity we appreciate that parents have a vital role to play in their child's education and if you have any concerns regarding SEN and your child please do contact us.

The Senco works Wednesday to Friday and is supported by the deputy head who works full-time, so there is always someone to talk to.

Behaviour

Behaviour of children at Holy Trinity was judged to be 'Good' at the last Ofsted. The very large majority of the children at Holy Trinity behave very well, both in school, and when representing the school locally. We treat the children with respect and courtesy and expect them to treat others in the same way. All adults in school are expected to act as role models. We also have a specific anti-bullying policy. We expect children to 'do the right thing' and 'follow the golden rules'



- ❖ **Everyone will be kind and helpful**
- ❖ **Everyone will be respectful**
- ❖ **Everyone will try and understand how others feel**
- ❖ **Everyone will listen**

- ❖ Everyone will look after property
- ❖ Everyone will be honest

Plenty of praise, stickers and certificates are used for positive reinforcement. We use Golden Time as an incentive and reward for good behaviour. Every child starts the week with the chance of 30 minutes Golden time on Friday to participate in an activity of their own choosing. Children who misbehave are given warnings, and if they persist, lose some of their Golden Time. Each year group has their own system for rewards. Excellent work and behaviour is recorded in the weekly newsletter.

Doing the right thing
is the right

thing to do

Fighting (even play fighting), swearing, bullying, racial, or any other type of abuse is not tolerated. Any allegation of bullying

from a child or parent is investigated thoroughly by a member of the Leadership Team.

Children are asked to tell the truth at all times and deal with problems through verbal means by standing up for themselves appropriately or involving an adult if necessary. A group of Year 6 children, known as Hotspotters, are trained to support younger pupils with minor incidents through peer mentoring.

Sanctions include time for discussion and reflection, loss of playtime or Golden Time, or time out at lunchtime. The class teacher or behaviour lead will contact you if we are worried about your child's behaviour. If you or your child is worried, please let us know so that we can investigate and try to solve any problems quickly. Exclusion is the ultimate sanction and will be used if necessary.

Children might go to the Headteacher's office to show some great work, discuss their behaviour, persuade her in to some new whole school initiative, ask for help, to pass on information or just to say hello! All of this is explained in our behaviour management policy and procedures.

Health and Welfare

Children make good progress when they feel well and happy. They are encouraged to trust us and to feel that they may confide in us. If something happens at home, which may worry your child, please let us know so that we can help if we can. If you need help to solve a problem, please contact us. If we cannot help you ourselves, we may be able to put you in touch with someone who can.

If your child is unwell or has an accident in school, we will usually contact you. We will always notify you by sending home a pink form, if your child has bumped their head. A child will also be given a specific 'I have bumped my head' sticker to wear if they have bumped their head so that adults monitor more carefully. Our qualified First Aiders can treat minor injuries and will send home a yellow form specifying what treatment s/he has had, but they are not medically trained so a more serious injury may need hospital attention and we will contact you immediately. Please complete our Medical Questionnaire to let us have any medical information we need. This will be sent to you in July. ***Please send it with your child on their first day of admission.***



Medicines

If your child is unwell, please keep them at home until completely recovered. Please inform us of any contagious infections your child may have contracted. If your child does need medicine during the day, perhaps to finish off a course of antibiotics, *you need to fill in a form stating the dose etc., and these forms are available from the school office or from our website.* Medicines should be prescribed and labelled for your child. Parents and carers must bring medication to the office and collect it themselves at the end of the day. Children with asthma have access to their inhalers at all times as they are kept in the classroom. It is the responsibility of the parent to ensure that their child's medication is within the expiry date. In class we ask children to record when they have used their inhaler and these record sheets are sent home each half term so that parents and carers can monitor usage. If your child has asthma we also have a procedure for enabling an emergency inhaler to be used, and you will receive a letter about the protocol so that you can make an informed choice.

Medical

The school nurse is employed by the National Health Service and visits from time to time. If you would like to see the school nurse an appointment can be made via the school office.

There can be frequent outbreaks of head lice in most schools, so please check your child's hair regularly. If you find head lice please treat the condition promptly to avoid it spreading. If you would like to have advice from the school nurse on this subject please let the office staff know and they will be able to make contact with her for you and plan an appointment. If you are worried about your child's health and welfare at school, please contact the class teacher.

Emotional wellbeing

"In order to help pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy.... There are things schools can do - including for all their pupils for those showing early signs of problems and for families exposed to several risk factors - to intervene early and strengthen resilience..." DfE June 2014

As a school we aim to promote resilience and emotional and physical well being across all elements of our curriculum. We recognise that some pupils and families may need extra support at times. To provide this we have a member of staff who is a trained ELSA (Emotional Literacy Support Assistant).

Child Protection

The school has a child protection/safeguarding policy, available from the school office and on the website. There is a team of staff who are trained in being designated safeguarding leads. The deputy headteacher is the main 'designated safeguarding lead' to speak to if there are concerns about any child being at risk. Mrs Gruffydd, the Head is also trained, as is Mrs Cooper the Special Needs co-ordinator and Mrs Sweetman, the Behaviour co-ordinator. The designated governor is Mrs Vicky Sammut and the Deputy designated governor is Mrs Heidi Philips. NB two support staff are also trained as designated safeguarding leads as this is a necessity to support the administration of the paperwork required.

Attendance

Attendance at school gives children the best possible opportunity to achieve. We monitor attendance every month and the class with the best attendance are awarded the 'Attendance Cup' for the month. Each term every child who has 96% attendance or above receives a special certificate, as well as the two classes who have the best attendance. We have a special 'attendance board' for the names of those with 100% attendance.

Attendance is a serious issue, and it is the responsibility of the parents and carers by law to ensure that their child does attend school. When a child is absent they are asked to contact the office on the first day of absence to explain the absence. DFE guidance allows for the school to authorise or not authorise that absence. Where there are health concerns, medical information will be sought from the GP. Our aim is for each child to attend school 100% of the time. If absence drops below 90% the borough school attendance officer may become involved and action taken. **The school will not authorise requests for absence during term time, unless in exceptional circumstances and no holidays can be authorised.**

The attendance policy is available for more information, should you wish to see it.

NB There are circumstances under which a fixed penalty notice will be issued.

Attendance rate

These figures relate to the academic year 2015-2016. The attendance target was 96%. By the end of the year we reached 97.35% From this there were:

2.27% Authorised absence

0.38% Unauthorised absence

Total number of pupils at the end of the year: 355

Please make sure that your child does not miss school without a good reason, but if your child is absent, please telephone to let us know on the first day of absence. **Family holidays during term time are unauthorised. If requesting any absence, there is a blue form to be collected from the office. Please give us clear reasons for the request with as much detail as possible please.**

Before & After School Care

There is a Breakfast Club available at school from 7.30am which costs £3.75 and after 8.00am the cost is £3.25 per morning. If you would like a place for your child at Breakfast Club you must fill in an enrolment form available from the office. The staff are very committed and provide a variety of activities to keep the children occupied. If you would like to use our Breakfast Club please ask at the school office for further details or call in before 8.40am any morning and speak to the Breakfast Club organiser. Childcare vouchers are accepted and payments must be made in advance or on the day via ParentPay.

There is an after school pick up service provided by the Grange Tel: 0208 669 1802 who collect children from our school on a daily basis. If you are interested, you would need to contact them directly as places are limited.

Fit For Sport - we also provide our own after school care from 3.25pm - 6pm. This is contracted to an organisation called Fit For Sport. Their aim is to provide healthy food and lots of activity, within a range of other events. The arrangements are very flexible and value

for money. Please see their own website www.fitforsport.co.uk for more information, as booking is directly with them.

Emergency contact numbers



Annually, a form requesting current emergency contact details is sent out and we ask that it is returned **the day your child starts school**.

For the well-being of your child, and so that we are always able to contact you, please ensure that when any of your contact details **change**, that you inform us straight away. This is vital. Thank you.

Parking, Safety & Being Good Neighbours

ZIGZAGS. Please do not park on the zigzags or double yellow lines outside school. A minute's walk could prevent an accident. Borough staff carry out random checks and you will get a ticket. Stannet Way and the garages near 'The Elms' must also be kept clear. **Please consider children's safety in where you choose to park.** It is also important that pedestrians avoid congestion on the pavement so that everyone can pass safely. Children from school council monitor the safety of this, such is their concern, and write to parents when concerned.

We encourage the children to walk, cycle or scooter to school, for their own health, and to be environmentally friendly.

At the front of the school we have an area for children to park their bikes and scooters.

We also have an area at the back of the school, which is enclosed between 8.30a.m. and 3.20pm. The school cannot take responsibility for bicycles or scooters left at school.

Year 6 have the opportunity to do a cycling proficiency course run by the borough, which is tested and certified.

It is the decision of each parent as to whether they grant their child permission to cycle or scooter to school. If permission is granted, please ensure that the child wears a cycle helmet and does not cycle at the front of the school on the path or within the school grounds. Thank you. Children must walk with their scooter or bike both before and after school due to the volume of people on the premises.

DOGS and SMOKING (including e-cigarettes) are not allowed on site (even in the playground). Thank you.

Security through the day

There are 3 school gates. Gate 1 is opened at 8.40am by the headteacher or senior leader and children are supervised from then on. **The gate is closed promptly at 8.55a.m. and the bell goes at 8.53a.m. with the aim of having the children lined up and coming in to school at 8.55a.m.** From 8:55am to 3:20pm the gates are locked, except the centre gate 2, where entry to the building is via security doors, which are released once visitors have been identified. No one can get in during the day without going via the office. If you are collecting your child early, a member of staff will fetch them for you so that classes are not disturbed during lesson time. All visitors must report to the school office to enter their details on the electronic inventory and will be given a badge to wear, so that we know who is on site.

Regular visitors who work with the children are cleared to do so by a Disclosure and Barring Service check.

3:25pm is the end of the school day and the car park gate 3 is opened at 3.20pm. Class teachers bring their class to the playground where the children are collected at 3.25pm. Parents and carers should walk in through gate 3 and collect their children in the playground. Children who are not met from school, when they had expected to be, must report to the office so that we can arrange for someone to collect them. They must not wait on the pavement or wander off alone. If you are going to be late or arrangements have been changed, please let us know before 3pm, preferably by lunch time. Having entered via gate 3 at the end of the day, please exit at gate 1.

Compliments, concerns and complaints

Our main aim is the best for your child, and so we hope that you will be happy with the education provided for your child at Holy Trinity, although we realise that there may be times when you have questions or concerns.

Your first contact should be with the class teacher who may be able to sort out the concern quickly and easily. If it is a more serious matter or cannot be resolved by the class teacher, you should contact the Headteacher or Deputy Head. Details of the formal complaints procedure can be obtained from the office and is on the school website under Policies in 'Parent Partnership'.

We are also interested in your ideas and views, so please let us know if you have ideas for improving or developing what we do in school. You may wish to write, or see the headteacher at the gate, via head teacher's surgery or by appointment. When your child has particularly enjoyed an event, trip, club etc., do let us know that too. It is always encouraging to know when efforts have been appreciated. We will send out an annual survey to gauge your views and it is very helpful to the development of the school. Governors are also involved in analysing the response. Every response is read and whole school responses are reported to parents and carers via the school newsletter.

What and How do we Teach?

Our curriculum is very important to us as we seek to meet the needs of the children. We want the children to attain as highly as they can in Reading, Writing, Maths and Science and be able to use computing competently and safely as a learning tool. Other subjects, interesting and enjoyable in themselves, provide key skills of learning for the children. We are seeking to prepare the children for future careers with resilience in an ever-changing world, with clear values of what is important. We value resilience, reflection and respect. Teaching is of a high standard, and it is something we are always monitoring, in all subjects, as we seek to raise standards continually.

Transition

When the children transfer from Beddington Infants to Holy Trinity, staff take the time to go to Beddington Infants to meet the children. They also meet the teachers and learn as much as they can about the children in advance of their arrival at Holy Trinity. Year 2 children come to visit the school and attend some special events in the summer term to help the children look forward to the change. Holy Trinity also adopts a similar style of teaching

to that at Beddington Infants for the first few weeks to support the transition. Styles of assessment between Key Stage 1 and Key Stage 2 are very different. Year 3 teachers use the children's KS1 attainment, along with evidence in their books, advice from Year 2 teachers and their own observations to help to understand the next stages of learning for the children. Year 3 teachers also carry out a reading, writing, spelling and Maths assessments when children arrive. All of the results together are used to put children into appropriate learning groups at the beginning of Year 3. These groups are arranged to help class teachers to teach the children at the right ability level.

Children's progress is assessed every half term. This allows plenty of opportunity for action if a child is not making expected progress. Year 6 take the statutory assessments at the end of Key Stage SATs. These assessments allow the year's progress to be measured in Years 3- 5 and provide end of key stage results in Year 6.

Where children transfer from a school other than Beddington Infants, we ask that parents and carers provide us with the child's most recent school report preferably before the child is admitted with us. We are keen to help new children settle in to their new school as easily as possible. If we can put children in to the correct groups straight away, this helps the process considerably.

Children's progress is extremely important to us. We take account of and build upon the child's own experience and needs. By regularly assessing their abilities and monitoring their progress, through observation, work sampling, formal and informal tests, and hearing their views on their learning, we can plan for the next step and target those who need additional support.

Within the curriculum we use a mixture of whole class, group and individual teaching, with the emphasis on 'fitness for purpose'. Teachers may group children by ability for certain activities, for example in Maths or English. They may also chose mixed ability teaching. Teaching Assistants work under the direction of the class teacher to maximise learning in each phase of a lesson. There is a very organised approach to this support.

The Curriculum includes requirements for the teaching of Mathematics, English, Science, Computing, Design Technology (DT), History, Modern Foreign Languages (French), Geography, PE, Music and Art. Religious Education is compulsory. We also teach Personal, Social, Health and Economic Education (PSHE), which covers sex and relationships, safety and drugs education. Spiritual, Moral, Social and Cultural Education (SMSC), including British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance) is embedded across the curriculum and throughout our school life.

These subjects cover the range of knowledge, skills and understanding commonly accepted in the national curriculum as necessary for a broad and balanced curriculum for all pupils, and provides a framework for other aspects of the curriculum. The curriculum is mapped out for each year group to ensure cross curricular links, full coverage of requirements, regular assessment, revision...**and fun.**

ENGLISH



Each class has a daily English lesson, which may include all areas of English teaching, including reading, writing, comprehension, sentence work, grammar, spelling and punctuation. Further class time is allocated for speaking and listening, drama, guided reading, spelling, punctuation, grammar and handwriting.

Reading is taught through phonics, comprehension lessons, individual reading scheme Project X and guided reading groups. Children are able to read books chosen for their ability in school and also to choose books freely for pleasure from the library and class reading corners. Pupils take books home to read to and with parents and carers and this is part of their homework throughout the school.

We encourage children to develop into confident and competent writers. Pupils are introduced to different text types and to writing for a range of audiences and purposes. Children will write a range of text types including stories, poems, plays, letters, arguments, discussions, diaries, biographies, instructions and explanations.

Additional support is given where needed through a Phonics catch up programme and focused English support sessions for small groups. These interventions are delivered by teachers and teaching assistants. Our writing is supported by a structures learning journey which emphasizes the links between reading and writing and encourages planning, drafting, editing and proof reading. We want children to enjoy all the elements of our language and to understand its relevance. To further this we also hold an annual Book Week to celebrate all areas of English.

MATHEMATICS

We aim for each child to have fluency in Maths, the ability to reason and explain and the ability to problem solve, applying all their skills. Each class has a daily Maths lesson. There is great emphasis on 'number based work, arithmetic, reasoning and problem solving. The first part of the lesson is mental work, followed by individual or group work and ending with a plenary session to review what has been learnt and look ahead to future lessons. The children are encouraged to share ideas and reflect on what they have learnt. Children are expected to do maths homework and to learn their tables and number bonds. Practical resources are used to enhance the teaching and learning of maths. There are booklets online and in the office describing how we teach addition, subtraction, multiplication and division in class.



SCIENCE

Using their questions as a starting point, children are encouraged to use an investigative approach to finding out about the world and understanding scientific ideas. They plan and carry out experiments, gather and analyse evidence then draw conclusions. They are taught to use science equipment, including ICT, to examine the world around them. We believe that science is a very important subject. In 2012 we gained the Primary Science Quality Mark silver award.



TECHNOLOGY

Computing. Our computer suite is equipped with 15 multimedia machines on a network and 15 laptops. Each class has a timetabled lesson in the ICT suite every week. The school is networked and there are 15 additional laptops which can be taken to classrooms for children to apply the skills they have learnt in the ICT suite. Classrooms have interactive whiteboards. Children have opportunities to communicate and handle information and to investigate in other areas of the curriculum. Children learn how to use code languages to program computers. They also learn how to use a variety of software to gather, manipulate and present information. We also have 16 iPads, 16 chrome books and digital cameras which are used across the curriculum.



Design Technology (DT) is not just about pupils learning to design and make products. At Holy Trinity we try to replicate real life industrial processes. Children learn about the history of the product, engage in market research and identify a market before generating designs and experimenting with prototypes. After settling on a final design brief, they then make and evaluate the product. However, this is not the end of the process. Children then design packaging and create an advertising campaign to market the product. Enterprise is a key skill in every topic. During each step of the manufacturing process, children are made aware of career pathways available to them. We also love to have parents come in and talk to the children about their jobs!! Any offers?

ART

Art provides children with opportunities to express their creativity through painting, drawing, collage, ICT and 3D. We encourage them to look at the work of artists, craftspeople and designers from different cultures and different periods of history, to broaden their experience and appreciate our rich and diverse cultural heritage.

GEOGRAPHY

Geography is about places and the way in which people affect and interact with the environment. Children learn through first hand experience, visits, ICT and school journeys.

They are taught skills of observation, information gathering and mapping, visiting places locally and further afield. Children in Y6 have the opportunity to attend a residential school journey.

HISTORY

Pupils study and gain a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching equips pupils to ask perspective questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversities of societies and relationships between different groups as well as their own identity and the challenges of time.

P.E.

P.E. develops essential physical and social skills, enabling children to be good winners and losers. They experience gymnastics, athletics, football, cricket, netball, basketball, rugby, hockey, dance and swimming. They are expected to take part unless ill or injured and they must have the correct kit in school. Our teams regularly compete in local competitions and tournaments. We also invite specialist coaches to further inspire the pupils. Children have a term of swimming lessons in year 3, year 4 and year 5. We ask parents and carers to contribute to the cost of these lessons. We are involved in lots of local sports opportunities and competitions.

MUSIC



Class teachers and a music specialist teach music. The children also have a weekly singing practice. Children learn to perform, compose, interpret and appreciate music from a wide variety of styles, from different times and places. They take part in class and school productions including a Harvest festival, Christmas concert, Easter play and Leavers' service. Our children sometimes perform at concerts, and our choir performs in the local community. Whole class instrumental tuition is provided for children in Year 4. Individual instrumental tuition is also available, for a small fee

paid directly to the peripatetic teacher.

RELIGIOUS EDUCATION (R.E.)

We aim to provide a foundation about religion and what it means to live in a faith. Our R.E. is firmly rooted in Christianity, but we also teach the facts about Judaism, Islam and Hinduism. Children are encouraged to reflect on and respond to the spiritual dimension of life, thinking about what we can learn from religion. We follow the Southwark Diocesan Board of Education R.E. guidelines, using its scheme of work to plan our teaching. We have a children's council for R.E and worship, which is open to all faiths on a voluntary basis, called SuRGe - the school reflection group.



COLLECTIVE WORSHIP

We meet daily for collective worship, led by the local church leaders, visitors, and staff. We come together to celebrate God, to celebrate His love for us, and to reflect on our personal response to what we hear. Parents and carers are very welcome to join us for their child's class assembly held on Friday mornings at 10.50a.m. and services at church. These are distinctly Christian collective acts of worship.

PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE)

PSHE includes Sex and Relationships and Drugs Education (substance use and abuse). In PSHE we cover bullying, keeping safe and healthy living. We help children to cope with the physical and emotional challenges of growing up, to make the right choices within a moral framework. We help them to take responsibility, express their opinions and listen to others through the range of school councils, prefects, monitors, peer mediators and buddies. Work on Sex and Relationships Education is set within the context of a caring Christian family. Questions are given factual and honest answers and information is given appropriate to the age of the children. Parents and carers may exercise their right to withdraw pupils from these lessons (except when it is part of Science). We encourage children to reflect on their responsibilities as global citizens as well as their role in the local community.

We have an Eco council too. In two years we have gained our bronze and silver awards and are now working on our Green Flag.

MFL (Modern Foreign Language)

At Holy Trinity Junior School children are given the opportunity to learn French.

The modern foreign languages curriculum is divided into three parts, oracy, literacy and cultural awareness...and is very lively!

PPA (Plan, Prepare and Assess)

Teachers are entitled to 10% of the teaching week in order to give them time to plan, prepare and assess children's learning. The three teachers from each year group are released at the same time. Currently these lessons are music, taught by a music specialist, a language, and the third lesson is P.E.

Homework

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. **The school asks parents and carers to encourage their child to complete the homework tasks that are set.** Each year group's homework overview will be found on the school website.

We invite parents and carers to help their children with homework as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by attending information evenings so that they are well

informed of what their child is being taught, providing a good working space at home, by enabling their child to visit the local library regularly, and by discussing the work that their child is doing.

Teachers ask parents and carers to check the home/school diary once a week to see what has been recorded and to sign it. In turn, teachers or teaching assistants will check homework diaries daily to check that a child is reading.

School Uniform

School uniform helps to create a school identity, a sense of belonging and pride.

The uniform consists of:

- White shirt or blouse, or a white polo shirt (collar and three buttons);
- Grey or black trousers or skirt (girls may wear trousers as long as they are smart);
- Scarlet fleece, cardigan or sweatshirt with school logo
- Grey, white or black socks or tights
- Footwear must be **completely black**, sensible, practical, comfortable, safe (i.e. no high heels, or backless shoes; **trainers are only for PE & games**).
- In the summer, girls may wear **red** checked, gingham or striped dresses.

Cladish of Wallington stock items designed for our school, e.g. sweatshirts, fleeces, cardigans and polo shirts. They also stock scarlet tee shirts with the school logo that are optional but are good if your child is likely to take part in team sport events. Most other items can be bought from many High Street stores. **There is very good quality second hand uniform on sale every Wednesday in school at the beginning and end of the day in the office. Please make good use of this.**

Art/DT kit An overall or an old shirt to protect your child's clothing is advised.

PE kit Indoor - white t-shirt, plain dark shorts and plimsolls (or bare feet)



Outdoors - same as for indoor PE with trainers/plimsolls and tracksuits in cold weather

Swimming - Swimsuits/trunks (no Bermuda shorts), swim hat, towel

All PE kit should be kept safely in a clearly marked, drawstring bag. It should be available, in school every day, in case of timetable changes and also to serve as an emergency kit.

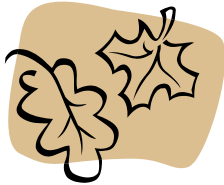
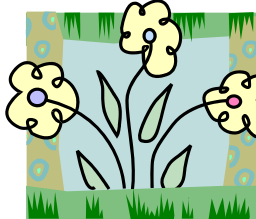
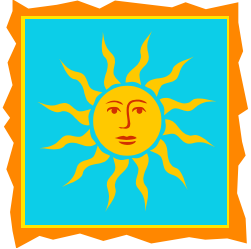
Cycling shorts and leotards are not acceptable for lessons. Children wearing tights to school should have socks to change into for PE lessons.

Jewellery is not allowed in school except sleeper studs and watches.

ALL ITEMS MUST BE CLEARLY MARKED WITH THE CHILD'S NAME

Any unmarked property will be placed in the lost property area near the hall. Two Year 6 prefects attempt to return items to their owners, but it is the owner's responsibility to relocate their belongings. At the end of each term, un-named, un-claimed, quality uniform will be recycled.

Term dates

<p>Autumn term 2017</p> <p>First Day Monday September 2017</p> <p>Half Term Monday 23rd Oct to Friday 27th Oct 2017</p> <p>Last Day Wednesday 20th December - finish 1pm</p>	
<p>Spring term 2018</p> <p>First Day Wednesday 3rd January 2018</p> <p>Half Term Monday 12th - Friday 16th February 2018</p> <p>Last Day Thursday 29th March 2018 - finish 1pm</p>	
<p>Summer term 2018</p> <p>First Day Monday 16th April 2018</p> <p>Inset Day Friday 25th May 2018 (possible Inset day tbc)</p> <p>Half Term Monday 28th May - Friday 1st June 2018</p> <p>Last Day Monday 23rd July finish 1pm</p> <p>There will be 5 Inset Days tbc</p>	

School times

Punctuality and regular attendance are essential. At 8.53a.m. promptly, the bell rings and children must line up for class. Please encourage children to arrive on time and collect on time at 3.25pm. If a child has been left late and we cannot contact parents and carers/carers by 4pm, we may need to contact Social Services.

The Borough School Attendance Officer monitors punctuality and attendance with the head teacher half termly.

Registration	8.55am
Worship	10.50am
Break	11.10am
Lunch	12.30pm
Afternoon school	1.30pm
Home time	3.25pm

Headteacher	Mrs Shirley Gruffydd
Deputy Headteacher	Mrs Suzanne Robins
Behaviour Co-ordinator	Mrs Julie Sweetman
Senco	Mrs Anna Cooper
Year 3 Willow Class	Miss Sarah Alexander
Year 3 Poplar Class	Mr Matthew Barnard
Year 3 Beech Class	Miss Marie Caluya
Year 4 Elm Class	Miss Clair Brick
Year 4 Spruce Class	Mr Martin Jones
Year 4 Oak Class	Miss Lucy Jones
Year 5 Hazel Class	Mrs Helen Dyson/ Mrs Amy Collins
Year 5 Ash Class	Miss Ellena Peuble
Year 5 Cedar Class	Mr John Henshall
Year 6 Pine Class	Miss Athisha Lohendran
Year 6 Holly Class	Miss Hannah Duke
Year 6 Chestnut Class	Mr Andrew East
PPA teachers	Music teacher Mrs R Smith

Language teacher (French) Mrs S Lester

PE provided by Fit for Sport - teacher Mr Jake Stratton

Teaching Ass and Learning Support Assistants	Mrs Mary Bowen, Mrs Christine England, Mrs Vicky Sammut, Ms Rebecca Willis, Mrs A Farshori, Mrs Teresa Martin, Mrs Mona Imo, Mrs Adele Cairncross, Mrs Minori Stuckey Mrs Susan Hensman, Mrs Jackie Weech, Mr Tom Gilbert, Mrs Kate East, Mrs Karen Seagroatt, Mrs Katie Cole, Miss Karen Prendergast, Mrs Emma Dangerfield, Mrs Sonia Pilcher, Miss Jo Stanley, Mrs Louise Burton, Mrs April Turner, Miss Mary Devane, Miss Kelly Porter, Ms Claire Smith & Mrs Natasha Gilbert
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School Business Manager	Miss T Gillhespy
Secretary	Mrs Rita Mowle
Data Manager	Mrs Lisa Eden
Receptionist	Mr Tunde Monehin
Middy team	Mrs Julie Bowden, Mrs Cheryl Garrod, Ms Julie Brooks, Mrs Claire Smith, Mrs Karen Hagon (senior midday supervisor), Mrs Tracy Robery, Mrs Mahvash Irani, & Mrs Sharon Cullen

Site supervisor	Mr James Fairlamb
Cleaning team	Miss Helen Longhurst (supervisor)
Catering team	Miss Lisa Carpenter, Mrs Debbie Williams, Mrs Karen Smith

Breakfast Club	Mrs Caryn Andrews, Mrs Debbie Williams, Mrs Claire Parks, Miss Elizabeth Lawrence, Mrs Keren Klass & Mrs Maria Lawrence
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Chair of Governors	Rev Stephen Coe
Governor for Child Protection	Mrs Vicky Sammut
Chairperson of PFOS	Mrs Sarah Aspland

London Borough of Sutton, Learning for Life, Director	Mr Tolis Vouyoiukas The Grove, Carshalton, SM5 3AL 020 8770 5000 Mr Colin Powell
Southwark Diocesan Board of Education, Director	48, Union Street, London SE1 1TD 020 7234 9200

**HOLY TRINITY CHURCH OF ENGLAND JUNIOR SCHOOL
KEY STAGE 2 SATs 2016 Results (Unvalidated data)**

Reading	Writing	Maths	Grammar, Punctuation & Spelling	Combined score
62%	85%	75%	68%	53%

Holy Trinity 2016 - Attainment at the government set higher standard (unvalidated data)

Reading	Writing	Maths	Grammar, Punctuation & Spelling	Combined score
14%	17%	16%	22%	5%

KEY STAGE 2 SATs 2015 Results

	Level 4+	Level 5	Level 6
Reading Grammar Punctuation & Spelling	94%	58%	9%
MATHEMATICS	92%	41%	23%

Holy Trinity 2015 - teacher assessments

	Level 4+	Level 5	Level 6
Writing	93%	31%	
SCIENCE	97%	33%	

KEY STAGE 2 SATs 2014 Results

	Level 4+	Level 5	Level 6
Reading Grammar Punctuation & Spelling	91%	57%	1%
MATHEMATICS	89%	45%	16%

Holy Trinity 2014- teacher assessments

	Level 4+	Level 5	Level 6
Writing	92%	28%	
SCIENCE	97%	60%	

Applications for Junior School – London Borough of Sutton

All parents and carers who wish their child to transfer to a junior school must apply online at www.sutton.gov.uk/admissions or complete an Application for Junior School form, via their home Local Authority by 15th January 2017

Many Junior schools give priority to children attending a linked infants' school, however, please note you must complete and submit an application, regardless of whether your child is in a linked Infants School. If you do not make an application, your child will not be considered for a place.

However different arrangements apply for children with a Statement of Special Educational Needs. If your child has a Statement of Special Educational Needs you should not complete the junior school application form but should contact the SEN team for the Local Authority where you live. Sutton's SEN team can be contacted on **020 8770 6593**.

Completing the Application form

You must complete the application for the Local Authority where you live, regardless of where your preferred Junior schools are situated. This may be an online or a paper form, depending on the borough in which you live. NB if applying for a church place there is a supplementary form.

Child's address — The address on the form must be your child's permanent place of residence. It should not be a temporary address or a business, relative or carer / childminder's address. The address will normally be the parents and carers' address. If the parents and carers do not live together, it should be the parent with whom the child spends the majority of the time. This will normally be the address of the parent who receives Child Benefit in respect of the child. If there is a formal equal share custody arrangement between the parents and carers, the address that will be used will be the address of the parent who is claiming Child Benefit for the child. You are required to provide evidence of your child's address. The online form and the application form contain notes for completion, so please read these carefully.

You are not required to provide evidence of your child's address when you apply, but we reserve the right to check council tax or other records for confirmation, or to contact you to ask you to provide further evidence of proof of address.

If you move address after completing the application form, you should let us know by emailing admissions@sutton.gov.uk to inform us and provide evidence of your new address. The address to be used in the allocation process may vary depending on the school applied for and the date you moved. Any offer of a place based on where your child lives is conditional on your child being resident at this address at the closing date for applications or the date specified by the school, if different, unless a subsequent move has been accepted for allocation purposes.

Parent/Carer's Details — The person applying on behalf of the child should be the person with Parental Responsibility for the child. However there may be occasions where this is not the case, and this should be indicated on the form.

Parental Responsibility is defined by the Children Act 1989 and amended by the Adoption and Children Act 2002. Parental Responsibility is automatically acquired at birth by the natural mother and natural father, if he was married to the mother at the

time of the birth or if they were married subsequently. For children born since 1 January 2003, the child's natural father will also have Parental Responsibility if he jointly registered as the child's natural father following the child's birth.

How places are allocated

The admissions process operates without regard to where you have named a school on your application form. Schools consider applications according to their admission criteria, and do not know the level of preference of their school on your application form. This means that applications for lower preference schools are not disadvantaged if your higher preference school(s) cannot be offered. This allows you to apply for a preferred school as a higher preference, knowing that if your child is unsuccessful they will not get overlooked for other schools that you have named as a lower preference.

Where a school is oversubscribed its published admission criteria will be used to decide the rank order by which applicants will be offered places. The admission criteria for each Sutton junior school can be found at

www.sutton.gov.uk/education/admissions. If, by this ranking process, your child is only eligible for one school within your list of preferences, this will be the offer made. If your child is ranked highly enough to receive an offer for two or more of your preferences, we will hold the higher of these preferences as the potential offer. Any lower preferences will be withdrawn.

This process continues until a 'steady state' is reached between Local Authorities and schools and when each child has no more than one offer, which is the highest possible offer based on the order that preferences have been named on the application form. This will then be the offer sent to the parent on 18th April 2017.

If your child is not eligible for any of your preferred schools by this process, you will be sent a letter on 18th April 2017 setting out what to do next. If any Sutton Community school has vacancies for the appropriate year group, these places will be offered to Sutton children who are without an offer of a place based on their proximity to the school. If by this process a child is eligible for an offer at more than one school, the school to be offered will be the one that is nearest.

Notification of outcome

If you can be offered a school place, you will be sent a letter by first class post from your Home Local Authority, confirming the name of the school that is being offered. If you are a Sutton resident your letter will be sent to you on 18th April 2017. You will be given time to formally accept or reject the offer. If you do not accept the offer within this time, the offer may be withdrawn.

If it is not possible to offer you a place at any of your preferred schools, your Home Local Authority will write to you and tell you. However if there are vacancies at other schools, your Home Local Authority may offer a place to you at one of those schools even if the school was not named as one of your preferences. This is because your Home Local Authority has a duty to offer vacant places to children in its area who remain without an offer of a school place. All notification letters will include information about making an appeal.

If there are more than 90 children who apply for a place at Holy Trinity, then the governing body apply their admission criteria as overleaf.

Holy Trinity C of E Junior School - Admission Policy for 2017/2018

Introduction

Holy Trinity Church of England Junior School has a distinctive ethos which is at the heart of this school and provides an inclusive, caring and supportive environment where children learn and flourish in a setting shaped by Christian values. We welcome applications from all members of the community and we ask all parents and carers to respect the Christian ethos of our school and its importance to our community.

The Governing Body is responsible for setting the admission arrangements for this voluntary aided Church of England School which admits up to a maximum of 90 pupils to Year 3 each year.

This Policy reflects the dual role our school performs - in providing education of the highest possible standard for children of Christian parents and carers, and also for children of other faiths or none who live locally (particularly those attending Beddington Infants School).

The School does not have a specific unit for children with disabilities, but there is a level entrance to the School's main building and ramped entrances to the hall and playground. All year groups have some classes that can be entered without steps. Children with special educational needs will join in all the activities of the school as far as this is reasonably possible.

At Holy Trinity we believe that everyone has a right to equal opportunities, and a chance to benefit from everything that the school provides.

Criteria for admission

If the school is oversubscribed, the following criteria will be applied in order of priority:

1. Looked after children and previously looked after children (See note 1)
2. Children with an exceptional and professionally supported medical or social need for a place at this school. (See note 2)
3. Children who will have a brother or sister in the school at the time of admission. (See note 3)

Remaining places will be allocated under two categories, i) Foundation and ii) Open places, in the proportion of 20% foundation (rounded up to a whole number) and 80% open (rounded down to a whole number.)

4. Foundation places will be offered to children whose families are regular worshippers in an Anglican or other Christian Church. Applications are welcome from families with a commitment to Christian churches (as recognised by Churches Together in England, the Evangelical Alliance or Affinity Churches.) Written evidence of applicants' commitment to their place of worship (in the form of a clergy reference on the supplementary form) will be required at the time of application.

If there are *more* qualified foundation applicants than foundation places available, places will be allocated according to the following criteria, in order of priority:

- i) Children whose families are regular worshipping members of Holy Trinity, St Patrick's or Springfield Churches; (See note 4)
- ii) Children whose families are regular worshipping members of other Christian Churches; (See note 4)

If there are more applicants for foundation places than places available, places will be allocated according to distance in a straight line from the home address to the school's main gate. (See note 5) In the unlikely event that two children with an equal right to the last remaining place live an equal distance from the school, the Governing Body will draw lots.

Unsuccessful applicants for foundation places will be considered alongside any applicants for open places. If there are fewer qualified applicants for foundation places than places available, any unfilled places will become additional Open places.

Open places will be offered to children who do not qualify for a foundation place, but whose parents and carers have chosen the school for the type of education it provides. Parents and carers applying for an open place do so knowing that the school has a Christian ethos and therefore, the Governing Body expects that all pupils will take part in the Christian worship of the school and will attend religious education lessons.

If there are *more* applicants for Open places than places available, places will be allocated according to the following criteria, in order of priority:

- i) Children attending Beddington Infants School but without brothers or sisters attending Holy Trinity or Beddington Infants School at the time of admission
- ii) Children attending other schools

If there are more applicants for Open places than there are places available, places will be allocated according to distance in a straight line from the home address to the school's main gate. (See note 5) In the unlikely event that two children with an equal right to the last remaining place live an equal distance from the school, the Governing Body will draw lots.

Please note that there is a separate application procedure for a child with a Statement of Special Educational Need or education and health care plan. (See note 6)

Appeals

Parents and carers who are not offered a place for their child have the right to appeal to an independent appeal panel. Parents and carers wishing to appeal should obtain an appeal form from the school. The form should reach the Clerk to the Appeal panel, care of the school, within 20 school days of the date of the letter confirming the governors' decision not to offer a place. Should an appeal be unsuccessful, the Governing Body will not consider a further appeal from those parents and carers within the same academic year unless there have been significant and material changes in their circumstances.

Waiting list

The School operates a waiting list which is ordered in accordance with the above criteria. Parents and carers may request in writing to join the waiting list which is reviewed periodically. (See note 5) In the admission year the waiting list will be maintained until the end of the Autumn term. After the start of the academic year, applications for mid-term admissions will be managed in accordance with Sutton's scheme for mid-term admissions.

Fair Access

The School is committed to taking its fair share of pupils who are hard to place in accordance with the locally agreed fair access protocol. Pupils admitted under the protocol will take priority over any children on the waiting list and this may include, on occasion, admitting above the planned admission number.

Starting at Holy Trinity

We like to welcome parents and carers to visit the school before their children start, to help them make the right choice for their child. To facilitate this, we hold an open morning or open afternoon. This is set out in our current prospectus. This prospectus is reviewed annually. Applicants should ensure that they have the most recent prospectus.

Notes:

Looked after children and previously Looked after children

1. Looked after children are children who are in the care of a local authority, or being provided with accommodation by a local authority in the exercise of their social services functions as defined by Section 22(1) of the Children Act 1989 at the time of making an application to the school. Previously looked after children are children who were looked after immediately prior to being adopted, or who became subject to a residence order, (now termed child arrangement order under the Children & Families act 2014), or special guardianship order. The Governors will require written confirmation that the child is looked after, or previously looked after, and will be so at the time of making an application to the school.
2. Any application under the category of an exceptional and professionally supported medical or social need for a place must be supported with written evidence at the time of application e.g. from a specialist health professional, social worker or other care professional. The evidence must set out the reasons why this school is the most suitable school, and the difficulties that would be caused if the child had to attend another school.
3. Brothers and sisters are defined as blood relatives, step-siblings, adopted and foster siblings living at the same address. Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner, and in every case, who is living as part of the same family unit at the same address, Monday to Friday. Siblings in Year 6 at the time of an application to start school will not qualify.
4. Regular worshipping members is defined as attendance at Sunday worship more than half by % on Sundays each month. Applicants for church places must submit a completed clergy form with their application. 'Family members' is defined as being one parent, both parents and carers or the child.
5. The child's home address excludes any business, relative's or childminder's address, and must be the applicant's normal place of residence. If there is a genuine equal share custody arrangement between the two parents and carers, the address that will be used will be the address of the parent who is claiming Child Benefit for the child. Any offer of a place under this criterion is conditional on the child being resident at the address provided, at the closing date for application. Changes of address may be considered if there are exceptional reasons behind the change such as if a family has just moved to the area, or has returned from abroad. The address to be used for waiting lists, after the initial allocation, will be the child's current address. Any offer is conditional upon the child living at the appropriate address on the relevant date. Parents and carers have a responsibility to notify the School of any change of address.

Special Educational Needs

6. Parents/carers of pupils who have a statement of special educational needs, or Education, Health and Care (EHC) Plan are required to apply for school places separately through the local authority from whom advice is available. If a child with a statement, or EHC Plan, is placed in the school by the local authority before the normal admission round, the number of places available to other applicants will be reduced. The governors will admit all those pupils whose statement, or EHC Plan, names the School*.

*NB: All schools are consulted by the LA prior to the school being named.

Education out of Normal (Chronological) Age Group

7. Children are normally education in school with others of their age group; however, in exceptional circumstances parents/carers may seek a place outside of their child's normal age group. Decisions will be made on the basis of the circumstances of each case. Parents/carers must state clearly why they feel admission to a different year group is in the child's best interests and may provide recent professional evidence to support this. Further details of how to make such a request are available from the school.

NB: Children with siblings in the school will not be required to complete a supplementary form.

If you require a supplementary form please follow the relevant link.

If you require an appeals form please follow the relevant link.

Privacy Notice - Data Protection Act 1998

We Holy Trinity C of E Junior School are a data controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well your school is doing.
- Provision of specific functions for which the local authority is responsible

This information includes your contact details, national curriculum assessment results, attendance information¹ and personal characteristics such as your ethnic group, any special educational needs and relevant medical information. If you are enrolling for post 14 qualifications we will be provided with your unique learner number (ULN) by the Learning Records Service and may also obtain from them details of any learning or qualifications you have undertaken. Further information on how your information is processed by the Learning Records Service can be found here <http://www.learningrecordsservice.org.uk/NR/rdonlyres/30EE21D9-0C38-4A67-85D9-923C052F2999/0/PN02PrivacyNoticesstudentsandlearnersversion13aug2012.pdf>

We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to.

We are required by law to pass some information about you to the Local Authority and the Department for Education (DfE). If you want to see a copy of the information about you that we hold and/or share, please contact Ms Gillhespy, School Business Manager.

If you require more information about how the Local Authority (LA) and/or DfE store and use your information, then please go to the following websites:

<http://www.sutton.gov.uk/index.aspx?articleid=3398>²

<https://www.sutton.gov.uk/index.aspx?articleid=16419>

<http://www.education.gov.uk/researchandstatistics/datatdatam/b00212337/datause>

If you are unable to access these websites we can send you a copy of this information. Please contact the LA or DfE as follows:

Chris Lyons Senior Data Analyst London Borough of Sutton Stonecourt Carshalton Surrey SM5 2HU Website: http://www.sutton.gov.uk Email: educationdata@sutton.gov.uk	Public Communications Unit Department for Education Sanctuary Buildings Great Smith Street London SW1P 3BT Website: www.education.gov.uk email: http://www.education.gov.uk/help/contactus Telephone: 0370 000 2288
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¹ Attendance information is not collected as part of the Censuses for the Department for Education for the following pupils / children - those aged under 4 years in Maintained schools and those in Alternative Provision and Early Years Settings. This footnote can be removed where Local Authorities collect such attendance information for their own specific purposes.